Ontario

Ministry of Education
and Training

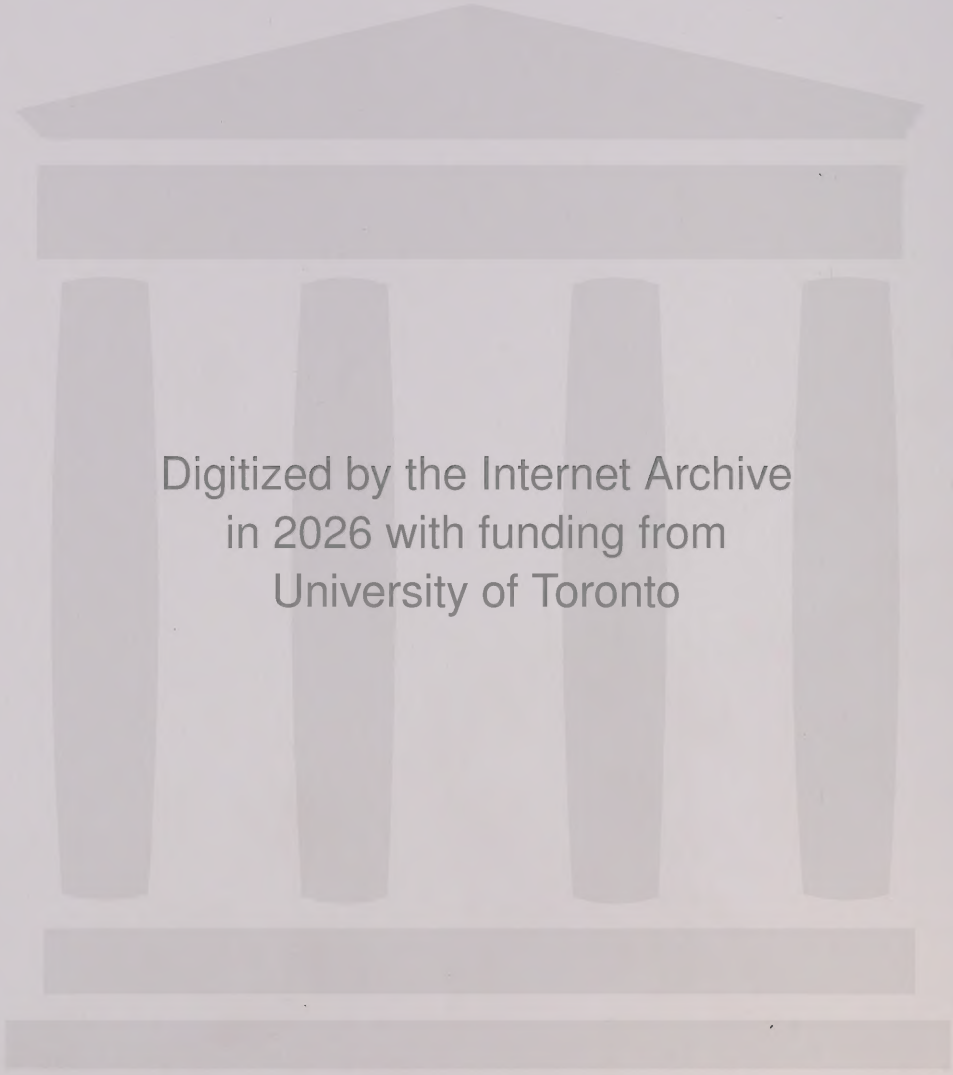
OISE/UT LIBRARY
3 0005 03226963 4

he Ontario Curriculum
rades 9 to 12

English As a Second Language and English Literacy Development

OHEC
428.0071
2713
O59MET/E
S
Gr.9-12
c.1

1999


Digitized by the Internet Archive
in 2026 with funding from
University of Toronto

https://archive.org/details/ontariocurriculu00onta_11

Contents

Introduction 2

English As a Second Language and English Literacy Development Programs in Ontario Secondary Schools 2

Models for Program Delivery 3

Identification of Students 4

Reception, Assessment, Placement, and Monitoring of Students 4

Integration Into Mainstream Subject Classrooms 7

Connections With Other Disciplines 8

Connections With the Elementary Curriculum 9

The Program in English As a Second Language and English Literacy Development . . 10

Overview 10

Teaching Approaches 11

Curriculum Expectations 12

Strands 12

Courses

Beginning Communication in English, ESL Level 1, Open (ESLAO) 13

English in Daily Life, ESL Level 2, Open (ESLBO) 18

English for School and Work, ESL Level 3, Open (ESLCO) 24

Study Skills in English, ESL Level 4, Open (ESLDO) 30

Bridge to English, ESL Level 5, Open (ESLEO) 37

Beginning Literacy, ELD Level 1, Open (ELDAO) 44

Basic Literacy Skills, ELD Level 2, Open (ELDBO) 49

Literacy in Daily Life, ELD Level 3, Open (ELDCO) 54

Literacy for School and Work, ELD Level 4, Open (ELDDO) 59

Some Considerations for Program Planning in ESL and ELD 64

The Achievement Chart for ESL and ELD 66

Explanatory Notes 70

LIBRARY
BBW-4204
JUN 27 2000
OISE/UT

This publication is available on the Ministry of Education and Training's World Wide Web site at http://www.edu.gov.on.ca.

Introduction

The Ontario Curriculum, Grades 9–12: English As a Second Language and English Literacy Development, 1999 describes courses offered at Levels 1–5 for ESL and Levels 1–4 for ELD. The policy outlined in this document will be implemented in Ontario secondary schools starting in September 1999 for students entering Grade 9. This document replaces the sections in *The Common Curriculum: Policies and Outcomes, Grades 1–9, 1995* that relate to ESL in Grade 9, and the parts of the curriculum guideline *English As a Second Language and English Skills Development, Intermediate and Senior Divisions, 1988* that relate to Grades 10, 11, and 12.

This document is designed for use in conjunction with its companion piece, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at http://www.edu.gov.on.ca.

English As a Second Language and English Literacy Development Programs in Ontario Secondary Schools

Ontario's increasing linguistic and cultural diversity provides many opportunities for cultural enrichment and global education for all students. At the same time, because of the variety of linguistic and cultural backgrounds that students have, schools need to provide language programs to ensure that all students develop the level of proficiency in English required for success at school and in postsecondary education and the workplace. Although most immigrant students are proficient users of their own languages, many arrive in Canada with little or no previous experience with English. Some have had limited access to schooling and may not have developed literacy skills in their first language. Some come from countries where standard English is the official language but where other varieties of English are in common use. And still others live in communities in Ontario where access to English is limited.

Courses in English as a second language (ESL) and English literacy development (ELD) assist these students to learn English, the language of instruction, and/or to develop the literacy skills they need in order to continue their education and contribute to the social, economic, and political life of Ontario. All teachers must work together, within the provisions outlined in the secondary school curriculum policy documents, to support students who are receiving ESL and/or ELD instruction and to help them integrate successfully into the academic and social life of the school.

ESL courses assist students whose first language is not English to learn the language of instruction. Most have received educational experiences in their own countries that have prepared them for success in the secondary school program. Depending on their previous experience with English, they may be placed in ESL Level 1, 2, 3, 4, or 5. For example, a student who has been in full-time education in the country of origin but who has never studied English would be placed in ESL Level 1. A student who has been in full-time education in his or her own country and has studied some English might be placed in ESL Level 2 or 3 on the basis of the initial language assessment. A student who has studied English for several years might be placed in ESL Level 3, 4, or 5 on the basis of the initial language assessment. In addition, some students from countries where English is an official language may benefit from placement in ESL Level 3, 4, or 5.

ELD courses provide an accelerated program of literacy development for students who have significant gaps in their education. These courses are for students of all language backgrounds who have recently arrived from countries where access to education may have been very limited. Some may have had few opportunities to develop literacy skills in any language, yet have sufficient knowledge of oral English to benefit from literacy instruction in English. For example, a student from a non–English-speaking country who has not had access to schooling because of civil unrest in the home country may have very limited literacy development in the first language, but may have developed some oral fluency in English during the period of transit. This student may be placed in an ELD course to begin literacy development in English. A student from an English-speaking country who has had limited opportunities to develop literacy skills may also benefit from placement in an ELD course. Students who have no knowledge of English and who have not had opportunities to develop literacy skills in their own language may benefit from placement in both ESL and ELD courses. For example, a student might come from a non–English-speaking country where access to education has been extremely limited because of civil war and dislocation. This student would need intensive support to develop oral proficiency and literacy skills in English, and would benefit from placement in both ESL Level 1 and ELD Level 1.

Models for Program Delivery

Young people whose first language is not English enter Ontario secondary schools with diverse linguistic and cultural backgrounds. Some may have experience of highly sophisticated educational systems, while others may have had no formal schooling at all. Students will therefore require varying lengths of time and levels of support in ESL/ELD programs to acquire the English-language skills necessary for integration into the mainstream program.

Depending on students' individual needs and local circumstances, one or more of the following program models may be appropriate.

Intensive Support. This model is suitable for students who are in the early stages of learning English as a second language and/or who have had limited education. The timetable of each of these students includes an ESL and/or ELD course, supplemented, where numbers permit, with special sections of other subjects adapted to meet the needs of ESL/ELD students, or interdisciplinary studies courses combining ESL or ELD with other subject disciplines. In addition, these students should be integrated into some mainstream courses to provide balance in the program and opportunities for interaction with English-speaking peers.

Students who arrive with little or no previous schooling need extra support to acquire basic literacy skills and academic concepts. In addition to ESL and/or ELD support, first-language assistance may also be provided, where resources are available, by teachers, trained and supervised tutors, or volunteers. In such situations, skills and knowledge acquired through the first language can be transferred into English and can help promote the acquisition of English.

Subject matter from any course in ESL or ELD can be combined with subject matter from one or more courses in other disciplines to create an interdisciplinary course. The policies and procedures regarding the development of interdisciplinary courses are outlined in the interdisciplinary studies curriculum policy document.

Partial Support. This model is suitable for students who have acquired some basic skills in using English and a foundation level of literacy. Such students take ESL or ELD courses at the appropriate level and, at the same time, take an increasing number of mainstream classes in other compulsory or optional subjects, at the appropriate grade level and in types of courses that best suit their language needs and educational and career goals.

Tutorial Support. Students who are enrolled in a full program of mainstream courses may receive tutorial support from ESL/ELD teachers, subject teachers, and peer tutors. This model may also be suitable for students at all stages of development in ESL or ELD in situations where there are too few ESL or ELD students to make it feasible to provide courses.

Identification of Students

Students who may require ESL and/or ELD support to develop the proficiency in English required for success in the secondary program include:

- students who have recently arrived in Ontario schools from countries or communities where the usual means of communication is either a language other than English or a variety of English other than standard English;
- students who have recently arrived in Ontario schools from countries or communities where access to education has been limited, and who have not had opportunities to develop literacy skills in their first language.

Reception, Assessment, Placement, and Monitoring of Students

Schools should establish regular procedures for receiving new students, assessing their educational and linguistic backgrounds and needs, and placing them in suitable courses. Since students arrive throughout the school year, these functions are ongoing, and special efforts should be made to ensure the effective integration of students into classes that are already in progress.

The introduction of non-English-speaking students into Ontario secondary schools has the following four components:

- reception and orientation, to provide a welcoming environment for new students and their families;
- initial assessment, to determine each student's educational background, level of proficiency in English, and academic achievement;
- placement, to determine the best program and selection of courses for each student;
- monitoring, to keep track of each student's progress in second-language acquisition, academic development, and cultural adjustment, and to provide support as needed.

Reception and Orientation. Supportive reception and orientation of new students and their families is a critical first step in the successful integration of new students into the secondary school. During initial reception, assessment, and placement, several interviews and counselling sessions may be needed to share background information that will contribute to students' successful integration into the secondary school and to initiate open and positive communication with the home. The assistance of an interpreter can be very helpful during this process.

During the first interview, the interviewer should:

- collect background information about the student, including personal history, circumstances of immigration, previous educational experience, education plans, and career aspirations. This information should be made available to the student's teachers;

- review any educational documents that the student may bring with him or her, to facilitate the granting of equivalent credits for previous secondary education, in accordance with policy directives, and in consultation with resource persons familiar with the education system in the student's home country;
- if documents are not available, gather information from the student and parent/guardian to find out about previous schooling, including the number of years completed;
- provide essential orientation information to the student and family and establish a relationship that allows orientation to continue during the weeks and months ahead. (Orientation information may include the following: basic information about the structure of the school day and year; the names and telephone numbers of relevant community organizations and of important contact persons such as the guidance counsellor, the ESL or ELD teacher, the principal, and a bilingual contact person or interpreter; a description of support services available from the district school board; a description of important school norms and routines such as the dress code and emergency procedures; a description of the Ontario school system; and information on the role of parents[1] in Ontario schools. It is helpful to have this information available in printed form so that newcomers are not overwhelmed by the need to assimilate a great deal of information all at once. It is also helpful to provide this information in the languages of the community);
- introduce the new student to a student guide – preferably one who speaks the newcomer's language – who will help to orient the student to the school and its routines.

Initial Assessment. All students entering a new school require an accurate assessment of their needs, but the process takes longer when the students are recent arrivals from other countries or are beginning learners of English. The purpose of the initial assessment is to gather further information about each student's educational background and level of proficiency in English in order to select a suitable program. Assessment covers two key areas: mathematics and language.

Many students find it easier to display competence with figures than with the words of a new language. Because of this, it may be best to start with a *mathematics assessment.* Achievement in mathematics can provide a useful indication of a student's educational background and learning potential. However, since performance in mathematics depends on linguistic comprehension, limitations in the student's understanding of English should be taken into account in administering the assessment. It is also important to consider that elements in the mathematics curriculum may be taught in a different order in other countries. Assessment materials provided in students' first languages can be very helpful.

The test should begin with items related to *The Ontario Curriculum, Grades 1–8: Mathematics, 1997.* If a student's performance on these items reveals significant gaps in mathematical knowledge and skills, it may not be advisable to conduct further assessment. In many cases, such gaps are attributable to lack of educational opportunity. Students who have missed some years of schooling may need placement in an accelerated upgrading program for the development of basic mathematical skills in preparation for placement in a Grade 9 class. Students who are able to demonstrate competence with most of the items on the test should then be assessed on expectations from the secondary school mathematics curriculum to determine program placement.

*Language assessment b*egins with the reception interview. Where possible, at least part of the assessment may be conducted in the student's first or dominant language to allow a broader

[1]The word *parents* is used throughout this document to stand for parent(s) and guardian(s).

view of his or her linguistic and cognitive development. For example, level of performance in reading and writing in English is seldom an indication of the student's level of literacy development. A student who is functioning at or above grade level in his or her own language may not be able to perform nearly as well in English. At the same time, there is a need to find out how proficient the student is in the language of instruction. With the help of these assessments, schools can make informed decisions about the student's academic and linguistic needs.

If appropriate resource personnel are available, an assessment of the student's oral and written skills in the first language may assist placement. A student's writing in the first language can provide some useful information even to teachers who do not read that language if they use the following questions as guidelines: Does letter or character formation appear to be appropriately developed for the student's age? How long does it take for the student to produce the piece? Does the student check and edit the piece? How simple or complex does the writing appear?

The assessment of the student's *oral skills in English* begins with the initial interview. The interview is appropriate as an assessment vehicle because it demonstrates the student's ability to meet the demands of everyday oral communication. The student may also be asked to participate in a conversation, describe or discuss pictures, listen to and retell a story, or explain a diagram or concept from a familiar subject area. The specific course expectations for oral and visual communication may be used as criteria in assessing student performance and placing students in ESL or ELD courses.

The most informative tool for assessing *reading comprehension in English* is an informal reading inventory, which consists of graded passages that assess silent reading comprehension. Each passage is accompanied by questions designed to focus on specific aspects of reading comprehension, such as understanding specific words and main ideas, finding details, following sequence, relating cause and effect, or making inferences. It may be necessary, however, to adapt some passages that contain culturally unfamiliar concepts. Also, caution is required in interpreting results. A grade-level score on a reading assessment reflects reading performance in the student's second language, not the student's level of literacy development. The specific course expectations for reading may be used as criteria in assessing student performance and placing students in ESL or ELD courses.

If the student is able to participate in the reading assessment, it is appropriate to go on to an assessment of *writing in English*. A student with limited proficiency in English may respond to a picture by listing what he or she sees. Someone with greater proficiency may construct a more detailed description or write a story. With a more advanced student, it is helpful to obtain writing samples of different kinds, such as a piece of personal writing, a narrative, a letter, a descriptive piece, or some expository writing. In all cases, a choice of topics within the student's experience should be provided. The specific course expectations for writing may be used as criteria in assessing student performance and placing students in ESL or ELD courses.

Placement. An interview should be arranged with the student and parents to review the assessment information and recommend a program of study. Each student should be placed in a program that matches his or her educational experience and aspirations. In some cases, the choice of school may need to be discussed. The student and parents should be informed that the initial placement is tentative. Schools should monitor and revise the placement over a period of time. It is important to inform the student and parents that they, too, may initiate changes in the program.

Assessment results may indicate that a student will succeed in mainstream classes. This student may be placed immediately in the courses appropriate to the grade level and desired program of study, although he or she may need support through the partial-support model outlined above, and the student's progress should be monitored.

Many students, however, will require ESL or ELD instruction and should be placed in programs designed to meet those learning needs. ESL/ELD students, including beginning-level learners of English, should be placed in at least one mainstream class, to allow them to interact with their their English-speaking peers. Most students with the necessary background in mathematics, for example, can participate successfully in the mainstream mathematics program, even if they have little English. Also, the practical and interactive nature of some courses in the arts, health and physical education, and technological education makes them especially suitable for second-language learners.

If the assessment indicates that a student may be functioning several grades behind his or her peers, this may not be the result of a learning disability. Low levels of first-language literacy skills or academic achievement can often be attributed to external conditions, such as disrupted schooling or limited access to schooling in the country of origin. With proper support, the student can probably catch up with peers. Even so, some students–about the same proportion as in the general school population–may have learning difficulties that are not related to lack of knowledge of the language of instruction or to gaps in their schooling. These students are discussed below, in the section on exceptional students.

Monitoring. Schools should monitor the academic progress and social integration of each student. Although the initial assessment may provide sufficient information for a tentative placement, it is important to assess each student's progress on an ongoing basis. By keeping track of academic and linguistic development, schools can suggest appropriate changes to a student's program.

Although a student may leave formal ESL or ELD classes and become completely integrated into the mainstream program within two or three years, the student's progress should continue to be monitored until he or she has demonstrated a level of proficiency in English similar to that of English-speaking peers.

Integration Into Mainstream Subject Classrooms

The successful integration of students who are learning English into the academic and social life of the school requires all teachers to work together to support them. Although many students become proficient users of English for most day-to-day purposes within two years, students may require up to seven years to catch up to first-language English speakers in their ability to use English for academic purposes. Participation in ESL/ELD courses assists second-language learners to make rapid progress; however, students who arrive as beginning learners of English during their secondary school years may not have enough time to catch up with their peers by the end of Grade 12. Reading textbooks, participating in academic discussions, or writing essays or examination answers may be much more difficult for these students than for first-language English speakers. Their relatively limited vocabulary may make reading some textbooks difficult, and in some cases, inexperience with complex sentence patterns may make it difficult for them to write as fluently as some of their peers. Most students who have completed their ESL and/or ELD courses will therefore continue to need support from their subject teachers to achieve success.

Students who are learners of English will have the best chance to succeed in classrooms where there is opportunity for extensive oral interaction with English-speaking peers. In evaluating achievement, it is important for teachers to recognize the value of the content and the organization of ideas in students' written work, as well as grammar, spelling, and word choice. In addition, teachers must provide instruction on specific features of English for those students whose written English indicates a need for such assistance.

Second-language learners need access to their first language as a tool for learning and thinking, at least until they are sufficiently proficient in the second language to use it for a wide range of academic purposes. The first language is the foundation upon which English proficiency is built. An insistence on "English only" may limit students' cognitive activity to their level of proficiency in their second language. Students' first languages therefore have a place in the classroom alongside English, and students may use their first languages in a variety of ways: for example, by consulting bilingual dictionaries, by making notes or preparing outlines and first drafts in their first language, or by working on specific activities with first-language peers before transferring to English.

Another way of helping ESL/ELD learners succeed is to design lessons and activities and choose resources that recognize students' background knowledge and experiences. The subject teacher can also use the wealth of linguistic and cultural diversity in the classroom by encouraging students to share information with each other about their own languages and cultures. In this way, all students are enriched with a greater awareness of language and culture, and all students have a sense of belonging.

In some courses, students in the early stages of learning English and/or at early stages of development in English literacy will need program adaptations in order to be successful. Appropriate adaptations include:

- modified expectations (e.g., modification of some or all of the course expectations);
- a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, peer tutoring; strategic use of students' first languages);
- a variety of learning resources (e.g., use of visual material, simplified texts, and bilingual dictionaries);
- modified assessment strategies (e.g., granting of extra time; use of oral interviews and tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Note: When learning expectations in a course other than ESL and ELD are modified, or accommodations to the learning environment are made, this must be clearly indicated on the student's report card.

Connections With Other Disciplines

Language activities in ESL and ELD courses are often based on content from various subject areas. ESL and ELD teachers therefore need to be aware of the expectations in other subject areas so that they can design relevant units of work for their students. In addition, subject teachers must be aware of particular ways in which language is used in their respective disciplines, in order to help all students, but especially those who are learning English as a second language, to acquire the specialized vocabulary and language skills needed for success in particular subjects.

Special courses or sections of other subjects developed for ESL/ELD learners (see "Intensive Support", page 3) should include the expectations of the mainstream course while focusing on general literacy development and the language conventions of the subject itself. This approach is most suitable for courses that require a greal deal of background knowledge and/or experience that recently arrived students may not have, and for courses that require a high level of proficiency in English. For example, in science and technological education courses, students need practice in using the passive voice to write laboratory reports or describe processes. In mathematics courses, students need to understand and use expressions for comparing quantity, speed, and size, and words and phrases that indicate specific mathematical operations. In history, students need to become familiar with a wide range of tenses, words, and phrases that indicate chronological and/or cause-and-effect relationships among ideas and events.

Connections With the Elementary Curriculum

Many ESL and ELD students arrive in Grade 9 after several years in an Ontario elementary school, where various models for ESL/ELD support may be in place. Many of these students are still learning English, even though they may no longer have been receiving ESL or ELD support in Grade 8. Such students benefit from ESL or ELD support to help them cope with the linguistic demands of the secondary school program. As well, it may be appropriate to develop programs based on an elementary school model of curriculum for learners who are at the beginning stages of literacy development.

The Program in English As a Second Language and English Literacy Development

Overview

Students in any grade may be placed in appropriate ESL or ELD courses. Since many ESL/ELD classes include students aged between fourteen and eighteen, the topics and activities must be selected to appeal to a wide range of ages and maturity levels. There are five ESL courses and four ELD courses. The courses are designated according to levels of proficiency in English and literacy development, not by grade.

All ESL and ELD courses are *open* courses. (See *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999* for a description of the different types of secondary school courses.)

Individual students will vary in the rate at which they progress through the ESL/ELD levels and in their readiness for compulsory English courses. Most students would be prepared for Grade 10 English, academic or applied, or for Grade 11 English, workplace, after completing ESL 4, Study Skills in English. ESL 5, Bridge to English, would prepare students for direct entry to Grade 11 or 12 English, university or college. ELD 4, Literacy for School and Work, would prepare students for Grade 10 English, applied, or Grade 11 English, workplace.

Some students may spend more or less time at one stage of development than others. Students who show exceptional progress may be able to meet the expectations of two ESL or ELD courses within the time frame for one credit, that is, 110 hours. These students would earn the higher ESL or ELD credit. Others may need to repeat a course or part of a course in order to achieve all the course expectations and earn the credit for the course. Students entering secondary school as beginning learners of English or in the beginning stages of literacy development may need more than four years to complete diploma requirements or to meet postsecondary entrance requirements.

Charts 1 and 2 show how most students would progress through their ESL/ELD courses. Some students may take ESL and ELD courses concurrently.

Chart 1. Courses in English As a Second Language

ESL Level	Course Name	Course Type	Course Code	Credit Value	Prerequisites
1	Beginning Communication in English	Open	ESLAO	1	
2	English in Daily Life	Open	ESLBO	1	ESL 1 or equivalent*
3	English for School and Work	Open	ESLCO	1	ESL 2 or equivalent
4	Study Skills in English	Open	ESLDO	1	ESL 3 or equivalent
5	Bridge to English	Open	ESLEO	1	ESL 4 or equivalent

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment. See "Reception, Assessment, Placement, and Monitoring of Students", pages 4–7.

Chart 2. Courses in English Literacy Development

ELD Level	Course Name	Course Type	Course Code	Credit Value	Prerequisites
1	Beginning Literacy	Open	ELDAO	1	
2	Basic Literacy Skills	Open	ELDBO	1	ELD 1 or equivalent*
3	Literacy in Daily Life	Open	ELDCO	1	ELD 2 or equivalent
4	Literacy for School and Work	Open	ELDDO	1	ELD 3 or equivalent

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment. See "Reception, Assessment, Placement, and Monitoring of Students", pages 4–7.

A Note About Credits. ESL and ELD courses may be delivered as half-courses, each earning a half-credit. Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- Courses offered as half-credit courses must include a selection of learning expectations from all strands and must reflect the balance among strands that characterizes the full course.
- A course that is a prerequisite for another course may be offered as two half-courses, but the student must successfully complete both parts of the course to claim the prerequisite.
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript. Students are not required to complete both Part 1 and Part 2 unless the course is a prerequisite for another course that the student wants to take.

Students may substitute up to three ESL or ELD courses for compulsory English credit requirements. The remaining English credit shall be chosen from one of the compulsory English courses (university, college, or workplace) offered in Grade 11 or 12. Additional ESL or ELD credits may be counted as optional credits for diploma purposes.

Teaching Approaches

Students in ESL/ELD classes will benefit from a content-based approach to lesson planning and delivery. Teachers should integrate language and content instruction so that students develop academic knowledge and skills in specific content areas at the same time as they develop their language skills. For example, students learning about regions of Canada may be involved in making a bar graph to compare annual rainfall in different regions. The cognitive activity consists of finding the information and recording it in graphic form. The language activity consists of describing the graph, orally and in writing, using newly learned vocabulary related to the subject matter. In addition, students will gain practice in using impersonal expressions such as *it rains, it snows,* and *there is/there are*. Students could then compare the annual rainfall in different regions of Canada and the world, using quantitative expressions such as *twice as much as, half as much as, five times more,* and *50 per cent less*. The lesson could then continue with a description of the water cycle, and students might talk and write about a diagram of the cycle, using sequence markers such as *then, next, after that,* and *finally* and simple present tense, and following the rules for subject-verb agreement.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail.

The specific expectations are organized under subheadings. This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

The expectations in all ESL/ELD courses are organized into the following four strands:

Oral and Visual Communication. Expectations require students to understand, interpret, and use oral English, and related visual cues, in a variety of contexts and media.

Reading. Expectations require students to read a variety of informational and literary texts for different purposes, using a range of reading strategies effectively.

Writing. Expectations require students to communicate clearly in writing for a variety of purposes and audiences.

Social and Cultural Competence. Expectations require students to understand and value their own cultures, to appreciate the variety of languages and cultures in Canada, and to demonstrate social and cultural competence in a wide range of situations.

Most lessons will include all four strands in an integrated way. The weighting of the strands may differ from course to course. For example, oral language is emphasized in ESL Levels 1 and 2, while reading and writing receive more emphasis at the higher levels. In ELD, which is a literacy program, reading and writing are emphasized in all courses.

Beginning Communication in English, ESL Level 1, Open (ESLAO)

This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will develop the ability to use oral and written English for daily needs, acquire basic conversation skills and vocabulary, and use simple sentence patterns. Students will also acquire basic orientation information related to their needs as newcomers to Canada.

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- participate in oral learning tasks and engage in social interaction in the classroom;
- use high-frequency words and simple sentence patterns to communicate meaning;
- demonstrate some awareness of different levels of formality in social interaction;
- obtain key information from media works.

Specific Expectations

Developing Fluency in Oral Communication

By the end of this course, students will:

- demonstrate an understanding of classroom directions and activities, and of key vocabulary;
- understand and respond to a short, simple story, either told or read aloud (e.g., retell key events, ask questions, express opinions and preferences);
- give and respond to straightforward directions and instructions;
- describe personal experiences;
- participate in conversations by responding to specific questions, using short phrases;
- use some major forms of non-verbal communication, common courtesies, and variations in tone of voice in English.

Developing Accuracy in Oral Communication

By the end of this course, students will:

- use basic conversational vocabulary in the school and community environment (e.g., frequently used verbs; names of articles of clothing, foods, places in the community);
- use subject-predicate (noun-verb) word order, the verb *to be*, simple verb tenses, negatives, questions, plurals, pronouns, and common contractions;
- express feelings in a variety of contexts, using suitable vocabulary (e.g., express likes and dislikes);
- imitate some key English stress and intonation patterns (e.g., rising intonation at the end of a question).

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- respond to teachers and peers with an appropriate degree of formality in most classroom situations;
- use gestures and facial expressions to bridge gaps in English-language knowledge;
- use polite forms for greetings and leave-takings in formal and informal situations;
- obtain a teacher's attention in a courteous manner;
- use an appropriate speech volume in different settings (e.g., in a library or gymnasium, in small-group discussions);
- take turns in conversations and classroom discussions.

Developing Media Knowledge and Skills

By the end of this course, students will:

- view, listen to, and read media works to obtain information and to complete assigned tasks (e.g., report the weather as forecast on television; compile sports scores from the newspaper; obtain geographical data about Canada from a CD-ROM or an online database);
- follow teacher presentations on overhead transparencies;
- retell key events from films that have little or no dialogue or narration.

Reading

Overall Expectations

By the end of this course, students will:

- read and respond to short passages from fiction and non-fiction texts designed or adapted for beginning learners of English, with teacher guidance;
- use some reading strategies to acquire key English vocabulary from simple texts for classroom studies, with teacher guidance;
- use some key reading strategies for decoding and comprehension, with teacher guidance;
- find specific information in straightforward reference materials, with teacher guidance.

Specific Expectations

Reading and Responding

By the end of this course, students will:

- read language-experience stories composed by the class, and identify or read aloud specific words or sentences;
- follow simple written instructions (e.g., fill in the blanks; circle the correct answers);
- extract information from signs, advertisements, notices, timetables, and maps relating to the school and community environment;
- read and retell simple stories, using a variety of strategies (e.g., picture sequencing, sentence combining, dramatization);
- select, read, and respond to abridged and modified material (e.g., write a personal response to a story);
- use classroom and school libraries to find suitable reading material for personal enjoyment.

Developing Vocabulary

By the end of this course, students will:

- demonstrate comprehension of the vocabulary and phrases common in the print environment of the school and community (e.g., choose words or phrases to label objects or locations; complete a sentence; provide a caption for a photograph or an illustration);
- determine the meaning of unfamiliar words, using pictures and illustrations;
- use dictionaries to clarify word meanings (e.g., bilingual, pictorial, and monolingual learner dictionaries);
- include key conceptual vocabulary in personal word lists for classroom study (e.g., *multiple, history, keyboarding*).

Using Reading Strategies for Comprehension

By the end of this course, students will:

- identify the letters of the Roman alphabet in both print and script;
- decipher new words, using phonics and simple sound patterns as aids;
- use alphabetical order in tasks such as searching the telephone book and learner dictionaries;
- demonstrate comprehension of some simple language forms or patterns used in texts, such as simple verb tenses, adjectives, question forms, negatives, plurals, common contractions, and basic prepositions of location and direction (e.g., provide a missing word in a predictable pattern such as noun-verb-adverb);
- use punctuation and capitalization to determine meaning (e.g., recognize proper nouns).

Developing Research Skills

By the end of this course, students will:

- locate key information in telephone books, maps, and monolingual learner and bilingual dictionaries;
- locate key facts in informational texts designed or adapted for beginning learners of English.

Writing

Overall Expectations

By the end of this course, students will:

- write in a variety of forms, with teacher guidance;
- use some simple sentence patterns and key conventions of standard Canadian English to write about classroom topics and activities.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

- create individual and group language-experience stories (e.g., sequence and provide captions for a series of photographs of a class activity or field trip);
- write short, structured compositions of personal relevance (e.g., follow a model to produce a simple journal entry);
- write basic personal information on simple forms (e. g., fill in an application form for a public-transit pass);
- compose short messages (e.g., write simple questions, notes, and greetings).

Developing Accuracy in Written Communication

By the end of this course, students will:

- write legibly, using the Roman alphabet, in cursive and printed form;
- write simple assertive, interrogative, and imperative sentences;
- use simple verb tenses, plurals, pronouns, count nouns, adjectives, and basic prepositions, with teacher guidance;
- use the negative construction in simple sentences (e.g., *I don't speak Spanish*);
- use capitals at the beginning of sentences and for frequently occurring proper nouns (e.g., names, countries, months);
- use periods and question marks at the end of sentences, and apostrophes in commonly used contractions;
- spell frequently used words from classroom and personal word lists;
- confirm spellings, using learner, bilingual, and pictorial dictionaries and classroom charts;
- use some notebook conventions and formats appropriate to other subject areas (e.g., headings, titles, dates).

Social and Cultural Competence

Overall Expectations

By the end of this course, students will:

- demonstrate a beginning awareness and appreciation of Canada's regional and cultural diversity;
- demonstrate adaptation to some key teacher expectations and school routines.

Specific Expectations

Developing Citizenship Awareness and Skills

By the end of this course, students will:

- demonstrate knowledge of basic facts about Canada (e.g., identify the regions, provinces, territories, and capital cities of Canada; provide information about common Canadian customs and holidays);
- demonstrate respect for cultural differences in Canada by showing courtesy and sensitivity to others;
- communicate information about various cultures (e.g., naming practices, forms of address, celebrations, family roles and relationships).

Adapting to the Ontario Classroom

By the end of this course, students will:

- find and map important locations in the school and community;
- identify key school and community personnel;
- follow important school routines (e.g., emergency procedures);
- follow individual school timetables, including special school schedules (e.g., "short period" days);
- work cooperatively with a partner on shared classroom tasks;
- behave appropriately in coeducational and/or mixed-age groupings (e.g., treat male and female classmates with equal respect);
- evaluate their own skill in completing learning tasks, using simple evaluation forms;
- adapt learning strategies to a task and to the conditions of learning (e.g., remain on task in group and individual activities; locate or share necessary resources).

English in Daily Life, ESL Level 2, Open (ESLBO)

This course expands students' essential English communication skills and cultural knowledge and introduces the language of classroom studies. Students will develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students will also learn how to use some school and community resources.

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- participate in conversations on familiar topics in some social situations;
- recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;
- understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;
- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;
- use appropriately some features of language that indicate different levels of formality in English;
- demonstrate comprehension of key information from media works.

Specific Expectations

Developing Fluency in Oral Communication

By the end of this course, students will:

- maintain face-to-face conversations on familiar topics;
- determine meaning by requesting clarification and restating information when necessary;
- listen to others and stay on topic in group discussions;
- offer and respond to greetings, introductions, invitations, farewells, compliments, and apologies;
- use the telephone to obtain some specific information (e.g., determine movie schedules, transportation arrival and departure times, store opening and closing times);
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
- use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, and stating opinions;
- use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings (e.g., add emphasis to certain words; use intonation to express surprise).

Developing Accuracy in Oral Communication

By the end of this course, students will:

- use, in simple contexts, some key vocabulary learned in other subject areas (e.g., explain how to solve a mathematics problem);
- restate important information from presentations that include visual aids (e.g., pictures, charts, models);
- ask others the meaning of words for clarification;
- use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency.

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- use and respond appropriately to common non-verbal signals (e.g., gestures, handshakes, eye contact);
- exchange information about cultural variations in non-verbal communication (e.g., discuss the gestures, facial expressions, or conventions of eye contact of various cultures);
- demonstrate knowledge of appropriate verbal behaviour in a variety of contexts (e.g., conventions for making requests, interrupting, leave-taking).

Developing Media Knowledge and Skills

By the end of this course, students will:

- view, read, and listen to media works to obtain information and complete assigned tasks (e.g., school announcements, television and radio news, newspaper advertisements, short geography documentaries on Canada, CD-ROMs, online databases with information on and images of Canada).

Reading

Overall Expectations

By the end of this course, students will:

- respond to a range of short fiction and non-fiction texts, using a variety of strategies;
- choose reading materials for study and personal enjoyment, with teacher guidance;
- demonstrate knowledge of English vocabulary related to classroom studies;
- read texts with familiar content or vocabulary, using a variety of reading strategies;
- choose appropriate resources from preselected materials for use in teacher-directed assignments.

Specific Expectations

Reading and Responding

By the end of this course, students will:

- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (e.g., by completing graphic organizers, participating in teacher-led discussions, retelling content, relating information to background knowledge, and making a personal response);
- read and respond to a variety of materials selected for study and pleasure (e.g., explain a preference for a book; participate in a literature study group or informal class discussion);
- use classroom, school, and local libraries to find reading materials for study and personal enjoyment.

Developing Vocabulary

By the end of this course, students will:

- use context and familiar vocabulary in texts to infer the meaning of new words;
- use vocabulary-acquisition strategies (e.g., check learner dictionaries; recognize common prefixes, suffixes, and word families; use knowledge of common sound-symbol relationships and dictionary pronunciation guides to aid in pronouncing new words);
- maintain a vocabulary notebook or list for various subject areas (e.g., "Words for Science", "Words for Mathematics").

Using Reading Strategies for Comprehension

By the end of this course, students will:

- extract information from specific features of text (e.g., headings, margin notes, glossaries, charts, diagrams, photos);
- demonstrate comprehension of teacher-prepared texts and summaries (e.g., through completion of cloze passages related to the content of text);
- state the main idea of individual passages that contain familiar vocabulary;
- skim text with familiar vocabulary or content for overall comprehension (e.g., find the main idea; determine the author's purpose);
- scan text with familiar vocabulary or content for specific information (e.g., locate key information in a mathematics problem expressed in narrative form);
- demonstrate comprehension of syntactic cues (e.g., possessives, verb phrases, comparatives, progressive tenses, and conjunctions), with teacher guidance.

Developing Research Skills

By the end of this course, students will:

- locate information in subject-specific non-fiction sources (e.g., math posters, natural science series, abridged biographies);
- use a graphic organizer provided by the teacher to extract information from preselected texts (e.g., to find examples or supporting details).

Writing

Overall Expectations

By the end of this course, students will:

- write in a variety of forms;
- use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance;
- respond appropriately to written questions based on familiar academic content (e.g., by writing short sentences or phrases; by completing graphic organizers).

Applying the Writing Process

By the end of this course, students will:

- generate and organize ideas for writing, using graphic organizers provided by the teacher (e.g., charts, webs, and timelines);
- compose a first draft of a simple composition;
- use simple word-processing software to compose and edit pieces of writing;
- use simple graphics software to format and embellish pieces of writing.

Developing Accuracy in Written Communication

By the end of this course, students will:

- compose a short paragraph containing simple and compound sentences;
- use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;
- use a variety of simple sentence patterns in their writing;
- use vocabulary-acquisition strategies to spell words correctly (e.g., knowledge of prefixes, suffixes, and word families);
- check spelling, using a variety of resources (e.g., learner dictionaries, word lists, spell checkers);
- use capitals for proper nouns, commas to separate items in lists, and quotation marks for direct speech, with some consistency.

Social and Cultural Competence

Overall Expectations

By the end of this course, students will:

- demonstrate understanding of and respect for the wide variety of cultures and languages in Canada;
- demonstrate knowledge of a variety of facts about Canadian culture, geography, and history;
- participate in some school and community activities;
- demonstrate adaptation to school norms, key teacher expectations, and classroom routines.

Specific Expectations

Developing Citizenship Awareness and Skills

By the end of this course, students will:

- describe the three levels of government in Canada and the electoral process for each, and identify the main political parties;
- compare the regions of Canada with respect to their major economic activities;
- compare and contrast the traditions and behavioural norms of a number of cultures (e.g., compare gender roles, schooling, family structures);
- demonstrate awareness of the variety of languages in the community and school environment (e.g., share information about first-language media gathered from class or school surveys);
- communicate information about current events (e.g., write brief notes or send e-mail messages about current events as presented on television; discuss elections as presented in newspapers or magazines).

Adapting to the Ontario Classroom

By the end of this course, students will:

- use time-management skills to organize homework, complete assignments on time, and make up missed work;
- ask questions of teachers and peers for clarification and to obtain information;
- use their first language when appropriate to understand and communicate (e.g., request clarification; link new learning to background knowledge; use a bilingual dictionary);
- use school and community resources to support classroom learning (e.g., libraries, computers, tutoring programs, study rooms);
- participate in some school activities, special events, sports, or clubs.

English for School and Work, ESL Level 3, Open (ESLCO)

This course is designed to improve students' accuracy in using English in classroom situations, for personal and career planning, and to understand the changing world around them. Students will study and interpret a range of texts and produce a variety of forms of writing. Activities will also help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects.

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- initiate and take part in conversations, participate in classroom discussions, and make short oral presentations, with teacher guidance, using a variety of subject-specific words and expressions;
- communicate orally, using a variety of the conventions of English grammar with some accuracy;
- use appropriately a variety of features of formal and informal communication in English;
- create and analyse a variety of media works.

Specific Expectations

Developing Fluency in Oral Communication

By the end of this course, students will:

- initiate and take part in conversations on a range of topics in a variety of social situations;
- use tone of voice and gestures to clarify meaning in conversations (e.g., stress key content words to specify meaning);
- initiate and participate in informal conversations with English-speaking peers;
- participate in group work, cooperative games, and teamwork;
- use a variety of strategies to participate in small-group discussions (e.g., ask questions to clarify a point; elaborate and/or modify statements to find a basis for agreement);
- use appropriate openings and closings in oral presentations (e.g., introduce a topic by asking a question; summarize key points);
- use an outline provided by the teacher to take point-form notes on main ideas from classroom oral presentations.

Developing Accuracy in Oral Communication

By the end of this course, students will:

- use common grammatical patterns with some accuracy (e.g., make subject and verb agree; make verb tenses consistent; make possessive pronouns agree with antecedents);
- use some transition words and phrases to link ideas (e.g., to show sequence, to compare and contrast).

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- determine appropriate language use in a variety of social contexts (e.g., at a school assembly, on the sports field, in a movie theatre);
- rehearse language in a variety of social contexts (e.g., role-play different styles of greetings and apologies to peers or teachers; role-play a telephone conversation making an appointment with a friend, a school counsellor, and a prospective employer);
- recognize and begin to use the style of language appropriate to business transactions, job interviews, and formal meetings.

Developing Media Knowledge and Skills

By the end of this course, students will:

- respond through discussion to a variety of media works;
- identify some features of language used in advertisements to market various products to specific audiences (e.g., repetitions and synonyms, non-standard spellings such as *lite*);
- compare information about current events and issues from more than one media source (e.g., television and newspaper accounts of the same event);
- create a video commercial or print advertisement using features of language appropriate for the intended audience (e.g., create an advertising campaign for the student council).

Reading

Overall Expectations

By the end of this course, students will:

- choose and read books at the appropriate reading level for a variety of purposes;
- demonstrate knowledge of subject-specific terms;
- read for specific purposes, with teacher guidance;
- locate and evaluate resource materials for guided research and career exploration, with teacher guidance.

Specific Expectations

Reading and Responding

By the end of this course, students will:

- read and respond to a variety of fiction and non-fiction materials selected for study and pleasure (e.g., participate in literature study groups; give short book talks; write book reports);
- identify a writer's or character's point of view in short novels;
- describe the function of various story elements in short works of fiction (e.g., character, plot, setting);
- identify elements of style appropriate to various text forms (e.g., salutations and closings in letters, summaries in short reports, dialogue in narratives).

Developing Vocabulary

By the end of this course, students will:

- demonstrate knowledge of some key specialized terms in different subject areas (e.g., *photosynthesis, osmosis, membrane* in biology);
- use dictionaries and a thesaurus to build vocabulary.

Using Reading Strategies for Comprehension

By the end of this course, students will:

- extract information from specific features/sections of grade-level texts (e.g., footnotes, chapter summaries, tables, illustrated figures);
- recognize patterns of word structure and derivation and use them to determine meaning (e.g., *origin/original/originate*);
- demonstrate comprehension of passages containing complex verb forms, with teacher guidance (e.g., sections of grade-level texts containing the past-perfect tense, passive verbs, or conditional structures).

Developing Research Skills

By the end of this course, students will:

- select appropriate materials for research on classroom topics and for career planning (e.g., select the career pamphlets or databases that are most relevant for a particular research purpose);
- compare information from various sources for classroom research (e.g., print and non-print magazines and newspapers, CD-ROMs);
- take notes from a variety of sources, using graphic organizers such as charts and tables as a guide.

Writing

Overall Expectations

By the end of this course, students will:

- write in a variety of forms for various purposes and audiences;
- use the writing process, with teacher guidance, with an emphasis on peer and independent review of content and organization;
- arrange ideas in logical order and present them in linked sentences and simple paragraphs;
- use a variety of sentence patterns and conventions of standard Canadian English with some accuracy in written work.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

- make notes in some detail as preparation for writing on familiar topics;
- compose stories, poems, and dialogues;
- write expository paragraphs related to classroom assignments or on topics of personal interest;
- write personal and business letters, using appropriate conventions for salutations and closings;
- organize personal information, using a simple résumé format.

Applying the Writing Process

By the end of this course, students will:

- revise first drafts to clarify ideas and improve organization;
- link simple paragraphs about a central idea, using common transition words (e.g., *first, next, then, both*) to indicate relationships such as sequence of events or points of comparison;
- edit their own writing, with attention to specific language features identified by the teacher (e.g., tense consistency, subject-verb agreement, use of articles);
- use word-processing software to compose and edit their writing;
- use graphics software to format and embellish their writing.

Developing Accuracy in Written Communication

By the end of this course, students will:

- use a variety of simple, compound, and complex sentences in their writing;
- use appropriately, and with some accuracy, common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions;
- use passive voice, conditionals, and adverb and adjective phrases in some written work;
- use a colon before a list of items;
- use parentheses to insert an explanation or afterthought into a sentence;
- use correct spelling and punctuation for common abbreviations;
- use learner dictionaries, thesauri, and spell checkers to develop vocabulary and to check the accuracy of spelling;
- use some visual features of text for emphasis (e.g., italics, boldface, and underlining).

Social and Cultural Competence

Overall Expectations

By the end of this course, students will:

- use knowledge of Canadian culture and history in school and social situations;
- respond appropriately in most teaching and learning situations.

Specific Expectations

Developing Citizenship Awareness and Skills

By the end of this course, students will:

- explain the relationship between some important aspects of geography and history and current Canadian issues (e.g., the effect of rivers on transportation routes and settlement patterns);
- demonstrate awareness of the influence of Canadian history and geography on artistic expression (e.g., images of nature in Native art and Group of Seven paintings; Celtic influences in Maritime music; portrayals of immigrant experiences in Canadian novels and short stories);
- demonstrate understanding of and sensitivity to the wide variety of cultures and languages in Canada (e.g., explain the benefits and challenges of living among diverse cultures);
- initiate and participate in conversations about current events and issues.

Adapting to the Ontario Classroom

By the end of this course, students will:

- use English or a shared first language to explain school rules, school and classroom routines and expectations, and emergency procedures to new students, and to introduce them to key locations and personnel in the school;
- describe and compare different approaches to teaching and learning in different cultures (e.g., the role of teachers in Canada and in their country of origin);
- describe and compare individual learning styles and strengths (e.g., personal learning-style preferences, learning styles of peers in the classroom);
- negotiate roles and tasks in cooperative group learning activities;
- identify and describe appropriate strategies for specific learning tasks (e.g., brainstorming to generate ideas; categorizing to manage information);
- use first languages appropriately in classroom and social situations (e.g., to clarify a term or concept; to provide assistance to newly arrived students).

Study Skills in English, ESL Level 4, Open (ESLDO)

This course prepares students to use English with increasing accuracy in most classroom and social situations and to participate in society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all subjects. Students will study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- communicate orally in English in a wide variety of daily activities in the community, the classroom, and the workplace;
- use the elements of English grammar with increasing accuracy in speech;
- use appropriate language and non-verbal communication strategies in a variety of situations;
- create, analyse, and interpret a variety of media works.

Specific Expectations

Developing Fluency in Oral Communication

By the end of this course, students will:

- respond to and use some implicit commands and messages (e.g., indirect requests and orders such as: *Would you like to rewrite that?*, meaning *You should rewrite that; Is that where the dictionaries go?*, meaning *Please put the dictionaries away*);
- recognize and use a variety of conversational strategies (e.g., opening formulas such as *How are you?*, attention-getting phrases such as *Excuse me*, turn-taking signals such as *I'd like to add,* and closing formulas such as *I've got to go now*);
- use a variety of communication strategies to bridge gaps in their English-language knowledge (e.g., ask for clarification; paraphrase; use facial expressions and gestures to convey meaning);
- use the pronunciation, stress, rhythm, and intonation patterns of spoken English with accuracy most of the time;
- participate in classroom discussions and oral presentations;
- provide a summary of a group discussion or an activity;
- use a variety of transition words and phrases in classroom discussions and oral presentations to express relationships such as comparison, contrast, sequence, and cause and effect;
- follow complex sequences of instructions;
- take notes from classroom presentations, using a written outline or graphic organizer as a guide;
- express and support a point of view in classroom discussions;
- use formal speech for oral classroom presentations.

Developing Accuracy in Oral Communication

By the end of this course, students will:

- use important elements of English grammar with increasing accuracy (e.g., verb tenses, negatives, adjectives, adverbs, conjunctions, articles, and prepositions of time, direction, and location);
- correct some common grammatical errors in their own speech (e.g., inconsistent verb tenses, unclear pronoun reference).

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- analyse social contexts to determine the appropriate type of language to use (e.g., the suitability of colloquialisms, emphasis, and eye contact in a videotaped speech or interview);
- recognize and respond appropriately to verbal and non-verbal cues (e.g., identify inappropriate aspects of language and behaviour in comedy);

- use formal and informal styles of language appropriately (e.g., compare and role-play the use of forms of address in different situations);
- use some idioms and slang where appropriate (e.g., *Off the top of my head; Run that by me again*);
- use polite forms to negotiate and reach consensus in small-group tasks (e.g., *Would you like to...?, How about...?, Don't you think...?*);
- recognize and use the appropriate style of language for various workplace situations (e.g., evaluate customer and employee interactions as presented in a video; role-play an employee asking for advice from a supervisor).

Developing Media Knowledge and Skills

By the end of this course, students will:

- respond to a wide variety of media works through discussion and comparison of their own and others' reactions to the works (e.g., advertisements, news programs, dramatic presentations);
- identify strategies used in different media to influence specific audiences (e.g., figurative language, provocative visual images, youth-oriented music);
- analyse media productions to identify different media perspectives on social and cultural issues (e.g., how newspapers and television companies select and present facts, images, and opinions on issues related to race, gender, and age);
- explain some of the causes and consequences of local, national, and international current events (e.g., explain how Canadian immigration patterns are related to world events; explain the causes and consequences of some forms of pollution);
- create a documentary or news report on a current issue.

Reading

Overall Expectations

By the end of this course, students will:

- read and respond to literature, with teacher guidance;
- use a range of strategies to build vocabulary;
- extract information from grade-level texts, with teacher guidance;
- locate, evaluate, and use information from a variety of sources for academic, social, and career purposes, including guided research projects.

Specific Expectations

Reading and Responding

By the end of this course, students will:

- identify some common cross-cultural themes in literature (e.g., coming of age, creation of the universe, quests);
- identify and explain literary elements and devices in teacher-selected texts (e.g., theme, character development, plot, setting, simile, metaphor);
- make inferences about a writer's point of view or a character's actions;
- choose and respond to personal reading material comparable in scope and difficulty to some materials selected by their English-speaking peers;
- explain their reasons for choosing specific authors and genres (e.g., in book reviews, in literature study groups).

Developing Vocabulary

By the end of this course, students will:

- use a variety of strategies to build vocabulary (e.g., check learner dictionaries; keep a personal list of words and phrases; seek opportunities to use new words);
- infer the meaning of many Latin-based words from context and from prefixes, suffixes, and word roots.

Using Reading Strategies for Comprehension

By the end of this course, students will:

- recognize the elements and purposes of different forms of texts and participate in discussions about them (e.g., subject-area texts, short stories, magazine articles);
- skim texts for main ideas and overall organization (e.g., skim a section of a reference book to evaluate its relevance for a specific project; skim brochures for career information);
- scan texts for specific information (e.g., locate required information in a reference book; locate information about specific aptitudes or qualifications in a career brochure);
- determine meaning in texts that contain complex grammatical elements (e.g., conditionals, modals, passive verbs);
- recognize transition words and phrases used to indicate definition of terms, classification, sequence, summary, conclusion, comparison and contrast, cause and effect, and hypothesis (e.g., *that is, in conclusion, by contrast, as a result, possibly*);
- identify facts, opinions, and perspectives in text.

Developing Research Skills

By the end of this course, students will:

- use knowledge of a variety of conventions of formal texts to locate information (e.g., footnotes, end notes, and lists);
- compare ideas and information from a variety of sources for guided research projects (e.g., sources such as print and non-print magazines and newspapers, CD-ROMs, the Internet);
- summarize main points for guided research projects, using graphic organizers (e.g., charts, tables, Venn diagrams).

Writing

Overall Expectations

By the end of this course, students will:

- write in a variety of forms appropriate to different subject areas, personal needs, and career goals, with teacher guidance;
- use the writing process to prepare final drafts, with teacher guidance;
- arrange ideas in logical order and present them in linked paragraphs;
- use the sentence patterns and conventions of standard Canadian English with accuracy most of the time in written work.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

- write to carry out assignments in different subject areas (e.g., short reports, outlines, summaries, editorials, notes, essays, examination answers);
- write for career-related purposes (e.g., résumés, covering letters, memos, e-mail messages);
- select and use appropriate forms for personal and creative writing (e.g., diaries, journals, personal letters and e-mail messages, dialogues, poetry, narratives);
- use descriptive words and phrases to convey mood, atmosphere, and emotion;
- use the conventions appropriate to particular forms of writing (e.g., letter salutations and closings, cover pages and headings, bibliographies).

Applying the Writing Process

By the end of this course, students will:

- write a passage of three or more paragraphs to develop a central idea;
- use transition words and a variety of sentence patterns to express relationships such as comparison and contrast (e.g., *similarly, on the other hand*) and cause and effect (e.g., *as a result of*);
- edit to improve writing style (e.g., to convey a personal voice, to stress objectivity);
- use visual elements to enhance the effectiveness of published text (e.g., margins for ease of reading, headings and typeface for emphasis);
- produce final drafts, using appropriate writing tools (e.g., dictionaries, editing checklists);
- use word-processing software to compose and edit pieces of writing;
- use graphics software to format and embellish pieces of writing.

Developing Accuracy in Written Communication

By the end of this course, students will:

- spell words accurately in final drafts, including subject-specific terms;
- use periods, commas, apostrophes, quotation marks, colons, and parentheses correctly in final drafts;
- use the semicolon to separate main clauses in a list of ideas;
- use ellipses to show that words have been omitted from a quotation;
- use common tenses and verb phrases, adjectives, adverbs, conjunctions, prepositions of direction and time, and interrogative and negative constructions appropriately and with accuracy most of the time.

Social and Cultural Competence

Overall Expectations

By the end of this course, students will:

- demonstrate understanding of the rights and responsibilities of living in Canada;
- demonstrate flexibility as learners in different teaching and learning situations.

Specific Expectations

Developing Citizenship Awareness and Skills

By the end of this course, students will:

- participate in discussions about important social and political documents (e.g., the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, district school board race relations policies);
- identify and explain the role of some components of the Canadian political system (e.g., parties, levels of government, the electoral process);
- identify and use the skills needed to seek assistance in the school and community (e.g., use, and help others to use, the services of school guidance departments and community and school support services; explain their district school board's harassment policy and procedures);
- demonstrate knowledge of strategies for conflict resolution by participating in simulations, role plays, and group discussions;
- research and participate in discussions comparing the needs and values of people of different ages and cultures and both genders;
- participate in discussions and debates about local, national, and global issues and events.

Adapting to the Ontario Classroom

By the end of this course, students will:

- participate effectively in a variety of learning and teaching situations (e.g., independent research; oral presentations; varied assessment situations such as tests, examinations, and student-teacher conferences);
- use study skills effectively (e.g., select appropriate study strategies; use self-monitoring and self-correcting strategies);
- participate fully in group activities, (e.g., contribute productively to all group tasks, assist others in the group, and help keep the group on task).

Bridge to English, ESL Level 5, Open (ESLEO)

This course prepares students for secondary school English and other courses at the college and university preparation levels. Students will be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students will also learn to respond critically to print and media works.

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- initiate, sustain, and conclude conversations and discussions on a wide variety of topics of personal, social, and academic interest;
- communicate orally, using patterns of English grammar and pronunciation with the accuracy necessary for continued success in subject classrooms;
- analyse a variety of social contexts to determine the appropriate style of language and non-verbal behaviour to use in them;
- create and analyse a variety of media works in forms appropriate for different purposes and audiences.

Specific Expectations

Developing Fluency in Oral Communication

By the end of this course, students will:

- make effective presentations on classroom topics, with some teacher guidance;
- express, support, and elaborate a point of view in sustained discussions about classroom topics (e.g., present and defend a position);
- communicate orally for a variety of education- and career-related purposes (e.g., understand and participate in discussions and presentations on post-secondary educational choices; role-play job interviews, and analyse and evaluate their performance);
- negotiate solutions to problems, interpersonal misunderstandings, and disputes.

Developing Accuracy in Oral Communication

By the end of this course, students will:

- monitor their speech for accuracy and correct common grammatical errors (e.g., review their use of articles and prepositions; check for subject-verb agreement);
- use conventions of oral language appropriately (e.g., transition words and phrases for coherence; repetition for emphasis; pause, stress, and intonation for effect).

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- analyse social contexts and adapt their style of speaking to suit the setting and the audience (e.g., use a formal style in a speech for school commencement; use colloquial language at a student council meeting);
- discuss and analyse instances of miscommunication (e.g., in classroom interaction; in film and video clips).

Developing Media Knowledge and Skills

By the end of this course, students will:

- explain the relationship between media forms and their intended audiences (e.g., analyse the messages used in advertising directed to different age groups; examine how broadcasting schedules are tailored to specific audiences);
- analyse media productions to explain how language can be used to de-emphasize or exaggerate the importance of information (e.g., in television commercials, press releases, election campaign literature);

– create media works for different purposes and explain how the purpose influenced their design decisions in each case (e.g., create an information booklet or a video for newcomers to the school or to Canada and explain the purpose of its main features).

Reading

Overall Expectations

By the end of this course, students will:

- read and respond to literature;
- choose and respond to personal reading material comparable in scope and difficulty to materials chosen by their English-speaking peers;
- extract information from a variety of texts used in subject classrooms;
- demonstrate understanding of the elements of a range of fiction and non-fiction forms of writing;
- use independently a variety of strategies to build vocabulary;
- use a range of research strategies independently to gather information for a variety of purposes.

Specific Expectations

Reading and Responding

By the end of this course, students will:

- use knowledge of the personal, historical, and cultural backgrounds of authors and audiences to explain themes, situations, and characters represented in texts (e.g., themes of colonization or personal exile in a South Asian or Caribbean short story; Elizabethan history, language, and themes in a Shakespeare play);
- demonstrate understanding of some cultural references in Western and Canadian literature (e.g., biblical allusions; references to Greek mythology, Native mythology, or English-French relations);
- compare the treatment of common literary themes in a range of fiction materials (e.g., themes of a golden age, intergenerational conflict, reconciliation);
- analyse literature and classify it by type and theme (e.g., romance, tragedy, comedy, satire);
- use a variety of methods to demonstrate understanding of their personal reading (e.g., give a book talk; write a diary entry for a character in a novel; explain the point of view of the author of a magazine essay);
- write a critical review of a book or article.

Developing Vocabulary

By the end of this course, students will:

- use a variety of strategies to determine the meaning of unfamiliar words (e.g., consult a dictionary; infer meaning from context; relate unfamiliar words to cognates or word families);
- use a thesaurus to expand vocabulary and explain its use to others;
- use all elements of an entry in an advanced learner dictionary and explain their use to others (e.g., elements such as word-class labels, definitions, examples, usage labels, pronunciation keys);
- explain why they prefer one dictionary to another;
- take advantage of opportunities to use new words (e.g., in written responses to literature; in classroom discussions).

Using Reading Strategies for Comprehension

By the end of this course, students will:

- use a variety of cues to extract meaning from a textbook (e.g., cues such as headings, subheadings, graphics, questions, sidebars, summaries);
- identify characteristic elements of a range of literary genres, including essays, short

stories, novels, poetry, and drama (e.g., elements such as imagery, personification, figures of speech);

- use reading strategies effectively before, during, and after reading and explain their use to others (e.g., strategies such as previewing text, predicting main ideas or outcomes, listing unanswered questions while reading);
- analyse how informational texts present facts and ideas (e.g., compare how newspapers and periodicals from around the world present information and use format, layout, titles, and styles of address to appeal to specific audiences);
- record needed information from texts used in classroom subjects (e.g., take point-form notes; fill in graphic organizers).

Developing Research Skills

By the end of this course, students will:

- gather information from a variety of sources, including electronic databases, websites, and online libraries;
- synthesize and evaluate the information gathered from a variety of sources for an independent research project;
- prepare a bibliography of print and electronic sources consulted during research;
- acknowledge borrowed information, ideas, and quotations.

Writing

Overall Expectations

By the end of this course, students will:

- write in a variety of forms, adopting a voice suitable to the intended audience;
- use the writing process independently to produce a final written or electronic version of an essay or a piece of creative writing;
- organize and link ideas logically and effectively in written texts such as narratives and essays;
- use the sentence patterns and conventions of standard Canadian English in their writing with the degree of accuracy necessary for continued success in subject classrooms at the college and/or university preparation level.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

- write coherently on a range of academic topics, using appropriate forms (e.g., précis, reports, essays);
- write creatively in a variety of forms (e.g., plays, narratives, poetry);
- write to analyse, interpret, and evaluate information and ideas (e.g., a short essay introducing, developing, and concluding an argument).

Applying the Writing Process

By the end of this course, students will:

- use a variety of connecting words and phrases to express logical relationships between and among ideas (e.g., *prior to* and *subsequently* to indicate sequence, *however* and *whereas* to indicate contrast);
- use a variety of strategies to proofread, edit, and correct writing, focusing on effective style, relevant and interesting content, accurate spelling, and correct use of conventions (e.g., edit with a checklist; confer with peers and teacher; use electronic dictionaries);
- publish written work, selecting a format suited to the intended audience and using technology such as graphics and desktop publishing software, as appropriate.

Developing Accuracy in Written Communication

By the end of this course, students will:

- use a variety of spelling strategies, rules, and patterns to spell words correctly;
- use pronoun references correctly;
- use appropriately, and with a high degree of accuracy, complex syntactical structures such as the infinitive and/or the gerund as object (e.g., *hope* + infinitive: *I hope to go; enjoy* + gerund: *I enjoy going*); phrasal verbs (e.g., *put on, put off, put up with*); and participial phrases (e.g., *characters appearing in the first chapter, characters introduced in the first chapter*).

Social and Cultural Competence

Overall Expectations

By the end of this course, students will:

- demonstrate understanding of a range of local, national, and global issues;
- learn effectively in a wide variety of teaching and learning situations.

Specific Expectations

Developing Citizenship Awareness and Skills

By the end of this course, students will:

- analyse the media coverage of a current local, national, or global issue and present their own views (e.g., write a report or letter or make a speech summarizing the information, comparing perspectives, expressing an opinion, and urging action);
- evaluate the effectiveness of their own and peers' reports, letters, or speeches on current issues.

Adapting to the Ontario Classroom

By the end of this course, students will:

- participate effectively in the full range of learning and teaching situations in the school (e.g., discussions in subject classrooms, school-wide presentations, extracurricular activities).

Beginning Literacy, ELD Level 1, Open (ELDAO)

This course builds on students' previous education and language knowledge to introduce basic literacy skills and to help students adjust to their new cultural environment. Students will learn to read and write for everyday purposes, personal development, and enjoyment. Students will also learn school routines and personal management skills.

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- participate in discussions about personal information and experiences;
- respond appropriately to oral instructions and information in a classroom setting;
- obtain key information from media sources and create simple media works.

Specific Expectations

Developing Proficiency in Oral Communication

By the end of this course, students will:

- retell past experiences and compare them with current circumstances (e.g., complete statements beginning *That reminds me of....* or *That makes me think of....*);
- ask and answer questions for clarification or confirmation (e.g., ask about public-address announcements; ask a teacher to repeat an instruction);
- listen to and ask questions following oral classroom presentations by teachers, peers, and others;
- follow oral instructions that outline a series of steps (e.g., complete a timetable from oral instructions);
- restate school announcements, teacher directions, or peers' responses.

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- use common expressions to facilitate communication (e.g., to take turns; to get attention; to end a conversation);
- use appropriate language to express opinions and offer advice (e.g., complete statements beginning with *If I were you....*, *Maybe you could....*, and *Why don't you...?*).

Developing Media Knowledge and Skills

By the end of this course, students will:

- retell stories heard on tape or seen on video;
- participate in discussions about personal or class visits to school displays, community events, or museums;
- make school announcements;
- create class collages;
- design advertisements, posters, or notices.

Reading

Overall Expectations

By the end of this course, students will:

- understand some basic facts and concepts about printed texts;
- read a variety of simple written materials;
- use some basic reading strategies, with teacher guidance.

Specific Expectations

Developing Beginning Literacy Skills

By the end of this course, students will:

- restate key information or retell events from material read aloud (e.g., identify characters in a story; retell the next event in a sequence; restate a reason or an example provided);
- participate in discussions that focus on personal responses to stories or newspaper articles read aloud (e.g., tell about a similar event; ask peers about their experiences);
- identify the front and back of a book and the top and bottom of a page;
- follow from left to right and from line to line while the teacher reads aloud;
- identify the letters of the Roman alphabet in printed texts.

Reading and Responding

By the end of this course, students will:

- recognize important notices and signs in the school and community;
- participate in choral reading of group stories, chants, poems, and excerpts from familiar stories the teacher has read aloud;
- read their own or class-generated stories;
- understand a bank of sight words and use them in various activities (e.g., make lists; classify words; recognize sight words in simple stories);
- read simple written materials (e.g., pattern books, picture books, recipes, charts, simple stories);
- select books for personal enjoyment, with teacher guidance;
- report on personal reading experiences in various ways (e.g., retell a story; complete a simple reading log; discuss a book with the teacher and/or class).

Using Reading Strategies for Comprehension

By the end of this course, students will:

- use alphabetical order to sort lists by initial letter;
- use some basic reading strategies to decipher simple texts (e.g., sight recognition of some high-frequency words, knowledge of sound-letter correspondence, interpretation of contextual clues);
- identify and talk about a variety of text forms (e.g., lists, recipes, stories, letters);
- use pictorial dictionaries.

Writing

Overall Expectations

By the end of this course, students will:

- use some basic patterns of standard Canadian English in some simple forms of writing;
- write simple texts following some conventions of standard Canadian English.

Specific Expectations

Developing Beginning Literacy Skills

By the end of this course, students will:

- print and write the Roman alphabet in upper- and lower-case letters;
- copy phrases and sentences with left-to-right progression.

Developing Accuracy in Written Communication

By the end of this course, students will:

- produce short, structured pieces of writing (e.g., journal entries, narratives, lists);
- use capitalization and punctuation in simple sentences;
- use common phonics rules and knowledge of simple spelling patterns to spell words (e.g., add a silent *e* when a vowel "says" its own name, as in *hope;* drop a silent *e* before adding an ending, as in *hope/hoping;* double the consonant when adding endings to a "vowel sandwich," as in *hop/hopped/hopping*).

Social and Cultural Competence

Overall Expectations

By the end of this course, students will:

- demonstrate a beginning awareness and appreciation of Canada's regional and cultural diversity;
- demonstrate adaptation to some key teacher expectations and school routines.

Specific Expectations

Developing Citizenship Awareness and Skills

By the end of this course, students will:

- demonstrate respect for cultural differences in Canada by showing courtesy and sensitivity to others;
- communicate information about various cultures (e.g., describe naming practices, forms of address, celebrations);
- participate in discussions about family roles and relationships, including the role of the adolescent in various cultures;
- demonstrate suitable behaviour in co-educational and/or mixed-age groups (e.g., treat male and female peers with equal respect);
- identify different regions and cultural groups within Canada;
- demonstrate knowledge of some basic facts of Canadian geography (e.g., label provinces and major cities on maps; complete charts showing population statistics of individual provinces and cities);
- demonstrate knowledge of some basic facts about the founding peoples of Canada (e.g., identify various groups of Native peoples and describe key features of their lifestyle before the arrival of Europeans; label a timeline to show key events in the process of European settlement);
- name the regions, provinces, territories, and capital cities of Canada;
- report on school and community events (e.g., school assemblies, sports events, local festivals);
- contribute to teacher-led class discussions about important news events.

Adapting to the School Setting

By the end of this course, students will:

- find and map important locations in the school and community;
- identify key school and community personnel;
- follow individual school timetables, including special school schedules (e.g., "short period" days);
- follow important school routines (e.g., emergency procedures);
- follow essential classroom routines (e.g., distribute and share classroom resources; listen attentively to instructions and classroom discussions; focus attention on individual tasks);
- work cooperatively with a partner on shared classroom tasks;
- follow some basic study routines (e.g., bring necessary materials to class; organize notebooks; complete homework);
- interact appropriately with peers and teachers in most classroom situations (e.g., offer or ask for help; express disagreement politely).

Basic Literacy Skills, ELD Level 2, Open (ELDBO)

This course helps students to develop basic literacy skills and to understand the changing world around them. Students will read for information and enjoyment, expand their vocabulary, produce some simple forms of writing, and develop and use fundamental study skills. Students will also learn to participate effectively in group tasks and to use school and community resources.

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- participate in discussions about personal experiences and opinions;
- recognize different levels of formality in spoken English and use language appropriately in specific situations;
- create and analyse simple media works.

Specific Expectations

Developing Proficiency in Oral Communication

By the end of this course, students will:

- use appropriate language to facilitate classroom and group discussions (e.g., to keep a discussion on task; to agree or disagree);
- use common expressions and language patterns for a variety of language functions (e.g., use prepositions, adjectives, and sequence words to explain a process; use modals such as *should* and *might* to offer advice);
- present book talks or projects using visual aids (e.g., prepare and refer to a poster illustrating a topic; develop a graphic organizer to provide an overview and use an overhead projector to show it to the class).

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- use informal language appropriately (e.g., with peers);
- use more formal language when necessary (e.g., to make introductions; to confirm an appointment; to apologize).

Developing Media Knowledge and Skills

By the end of this course, students will:

- participate in discussions about the effects on consumer buying habits of television commercials and other forms of advertising;
- identify common elements of newspaper and magazine formats (e.g., columns, headlines, news stories);
- create headlines, posters, talk shows, or interviews related to classroom topics or personal reading.

Reading

Overall Expectations

By the end of this course, students will:

- read and listen to others read a variety of materials;
- use some strategies to build vocabulary;
- use some key reading strategies, with teacher guidance;
- locate key information in simple print and non-print reference materials, with teacher guidance.

Specific Expectations

Reading and Responding

By the end of this course, students will:

- read along while listening to stories and other materials being read aloud;
- identify and describe various forms of writing (e.g., poems, newspaper stories, letters);
- choose books for a variety of purposes, including personal enjoyment, with teacher guidance;
- read a variety of fiction and non-fiction materials designed or adapted for beginning learners of English (e.g., with controlled vocabulary and sentence structure);
- read personally selected material on a daily basis (e.g., participate in silent reading sessions in class; read a minimum number of pages at home each day);
- respond to personal reading in a variety of ways (e.g., write in reading logs; create posters; write "blurbs" for book jackets; participate in discussions with teacher and peers).

Developing Vocabulary

By the end of this course, students will:

- use thematic word lists and knowledge of word families to build vocabulary;
- use learner dictionaries;
- identify synonyms, antonyms, homophones, and homonyms for familiar words.

Using Reading Strategies for Comprehension

By the end of this course, students will:

- recognize familiar structures in new words (e.g., word endings, compound words, prefixes);
- use a variety of strategies to determine the meaning of unfamiliar words (e.g., break words into meaningful units; consult learner dictionaries);
- decipher simple texts, using rules about phonics and syllabification and knowledge of common prefixes, suffixes, and roots;
- use background knowledge and context clues to make inferences and predict outcomes (e.g., respond to instructions and questions such as *Find a word that means the same as this one; Why do you think the main character in the story did that?; What do you think the main character will do next?*).

Developing Research Skills

By the end of this course, students will:

- find information in subject-specific sources (e.g., illustrated dictionaries, encyclopaedias, CD-ROMs);
- record key words and information (e.g., on a graphic organizer provided by the teacher);
- use discussion to clarify understanding of information located (e.g., work collaboratively to share information and organize it in a chart under headings such as *main ideas* and *examples*).

Writing

Overall Expectations

By the end of this course, students will:

- write for a variety of purposes in a variety of simple forms, with teacher guidance;
- use some elements of the writing process to plan writing;
- write simple texts following the conventions of standard Canadian English.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

- write short answers to oral and written questions about familiar topics;
- participate in shared writing activities in small groups (e.g., contribute a sentence; suggest an alternative phrase);
- complete simple forms (e.g., an application for a library card);
- write daily to record personal learning, experiences, and feelings;
- write in a variety of forms (e.g., simple dialogues, retold stories, autobiographical accounts);
- organize notebooks for different subject areas, using titles, dates, and required forms (e.g., outline a format for solving mathematics problems).

Applying the Writing Process

By the end of this course, students will:

- participate in structured prewriting activities (e.g., brainstorm writing topics; use graphic organizers to sort and classify information);
- compose a first draft of a specific form of writing, with teacher guidance (e.g., narrative, personal account, explanation);
- edit a first draft of a specific form of writing, with teacher guidance;
- use simple word-processing software to compose and edit pieces of writing, with teacher guidance (e.g., use "cut and paste" functions; use a spell checker);
- use simple graphics software to format and embellish pieces of writing, with teacher guidance (e.g., experiment with different fonts; centre text inside a border; import clip-art images).

Developing Accuracy in Written Communication

By the end of this course, students will:

- use some common spelling patterns and rules (e.g., plural markers, silent letters, double letters, and the "*i* before *e*" rule);
- capitalize the beginning of sentences and frequently occurring proper nouns (e.g., names, countries, months);
- use some common verb forms (e.g., simple present, simple past, present progressive, simple future, forms of *go* plus infinitive);
- use correct punctuation in simple sentences, with some consistency (e.g., periods and question marks at the end of sentences, apostrophes in commonly used contractions).

Social and Cultural Competence

Overall Expectations

By the end of this course, students will:

- communicate information about current local, national, and global issues;
- demonstrate understanding of and respect for the wide variety of cultures and languages in Canada;
- use school and community resources;
- respond with increasing confidence to a variety of teaching and learning situations;
- identify some personal goals and use a variety of strategies to pursue them.

Specific Expectations

Developing Citizenship Awareness and Skills

By the end of this course, students will:

- describe and compare cultural variations in non-verbal communication (e.g., gestures, facial expressions, eye contact);
- identify and discuss some cultures and languages in Canada (e.g., identify various Native peoples by name and participate in a group discussion about key features of their cultures; interview peers to obtain and compare information about specific cultural practices, such as the naming of children);
- participate in discussions about personal and social issues related to school and community events (e.g., preparing for exams; finding books in their own languages);
- contribute to teacher-led class discussions of important news events.

Adapting to the School Setting

By the end of this course, students will:

- use school and community resources to support classroom learning (e.g., libraries, computers, tutoring programs, study rooms);
- identify and use a range of community resources (e.g., recreation centres, banks);
- record homework and other assignments in a specific place, such as a planner;
- use time-management skills to organize homework, complete assignments on time, and make up missed work;
- participate in directed group work;
- ask questions to obtain information and clarification from teachers and peers;
- express opinions appropriately in teacher-led classroom discussions (e.g., pay attention to peers' and teacher's comments; respond by building on peers' and teacher's comments; express disagreement politely).

Developing Personal and Career Goals

By the end of this course, students will:

- identify some key personal and educational goals (e.g., complete a personal timeline projecting five or ten years into the future, identifying key events and tasks along the way).

Literacy in Daily Life, ELD Level 3, Open (ELDCO)

This course helps students to expand their reading and writing skills and their ability to use language to analyse the changing world around them. Students will learn effective study skills and personal management and career-planning strategies. Students will improve their language proficiency through a variety of practical reading and writing tasks, short guided research projects, classroom discussions, and oral presentations.

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- participate in discussions and guided presentations on a variety of personal and school-related topics;
- demonstrate awareness of different varieties of spoken English and use formal and informal styles of spoken English appropriately and competently most of the time;
- create and analyse a variety of simple media works.

Specific Expectations

Developing Proficiency in Oral Communication

By the end of this course, students will:

- contribute to discussions by sharing ideas and information and responding to the contributions of others;
- use non-verbal communication techniques appropriately in discussions and guided presentations (e.g., eye contact, variations in pace, gestures, pause for effect).

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- identify and compare different varieties of spoken English (e.g., standard Canadian English, Newfoundland English, standard Trinidadian English, Trinidadian Creole);
- compare the styles of language used in various situations (e.g., the colloquial language used in a television sitcom segment versus the formal language of a news broadcast);
- use the appropriate style of language in a variety of role plays (e.g., use colloquial, polite, and formal styles, respectively, for a request or an apology to a peer, a teacher, or an employer);
- self-monitor language use some of the time (e.g., use *gonna* and *going to* appropriately in informal and formal situations).

Developing Media Knowledge and Skills

By the end of this course, students will:

- identify important similarities and differences among different types of media (e.g., compare news events as presented on television, on radio, and in newspapers; compare fictional stories as presented on television, in films, and in magazines);
- participate in discussions about the use and effect of stereotypes in the media (e.g., gender roles in television sitcoms, family relationships in advertising);
- create news reports and brief dramatic presentations, using technology (e.g., short videotapes and computer-generated visuals).

Reading

Overall Expectations

By the end of this course, students will:

- read and respond to a variety of fiction and non-fiction materials, with teacher guidance;
- use a variety of strategies to build vocabulary;
- choose appropriate reading strategies;
- locate and use information from print and non-print sources for guided research projects, with teacher guidance.

Specific Expectations

Reading and Responding

By the end of this course, students will:

- choose and read books for a variety of purposes, including study and personal enjoyment;
- express opinions and participate in discussions about fictional characters, stories, and books (e.g., through literature study groups, short book talks, and drama presentations);
- report on their personal reading (e.g., provide short summaries and recommendations for other readers);
- describe the function of key elements in a story (e.g., character, plot, setting);
- identify a writer's or character's point of view in short stories.

Developing Vocabulary

By the end of this course, students will:

- use knowledge of common prefixes, suffixes, and root words to determine the pronunciation and meaning of unfamiliar words;
- use a variety of strategies to learn specialized terms in subject areas (e.g., create and consult personal word lists or dictionaries; create graphic organizers; chart word families).

Using Reading Strategies for Comprehension

By the end of this course, students will:

- identify the main idea and supporting details in a piece of writing;
- read efficiently for information (e.g., compare product prices; check schedules; make appointments);
- scan texts for specific information (e.g., dates, names, places).

Developing Research Skills

By the end of this course, students will:

- find information in a variety of classroom and library sources (e.g., print and non-print magazines and newspapers, CD-ROMs);
- organize information for oral or written presentation (e.g., using point-form notes, cue cards, poster boards).

Writing

Overall Expectations

By the end of this course, students will:

- write in a variety of forms for various purposes and audiences, with teacher guidance;
- use the writing process to edit written work, with teacher guidance;
- use some sentence structures and conventions of standard Canadian English correctly in written work.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

- write creatively and to describe personal experiences (e.g., compose stories, poems, or dialogues on topics of personal interest);
- use journals to record events, observations, and opinions;
- write in a variety of forms (e.g., short descriptions, narratives, short reports);
- take notes from texts, videos, and group presentations, with teacher guidance.

Applying the Writing Process

By the end of this course, students will:

- participate in prewriting discussions and activities (e.g., brainstorm to generate ideas; use graphic organizers to organize main ideas);
- edit a first draft to correct specific items outlined in a checklist (e.g., items of grammar, spelling, and punctuation);
- use simple word-processing software to compose and edit pieces of writing;
- use simple graphics software to format and embellish pieces of writing.

Developing Accuracy in Written Communication

By the end of this course, students will:

- use conventional spelling for commonly used and personally significant words;
- use appropriate verb tenses and make subjects and verbs and nouns and pronouns agree in written work, some of the time;
- vary sentence structure to create interest and emphasis, following models provided by the teacher;
- use correct punctuation in simple sentences (e.g., statements, questions, explanations).

Reading

Overall Expectations

By the end of this course, students will:

- read and respond to a variety of fiction and non-fiction materials, with teacher guidance;
- use a variety of strategies to build vocabulary;
- choose appropriate reading strategies;
- locate and use information from print and non-print sources for guided research projects, with teacher guidance.

Specific Expectations

Reading and Responding

By the end of this course, students will:

- choose and read books for a variety of purposes, including study and personal enjoyment;
- express opinions and participate in discussions about fictional characters, stories, and books (e.g., through literature study groups, short book talks, and drama presentations);
- report on their personal reading (e.g., provide short summaries and recommendations for other readers);
- describe the function of key elements in a story (e.g., character, plot, setting);
- identify a writer's or character's point of view in short stories.

Developing Vocabulary

By the end of this course, students will:

- use knowledge of common prefixes, suffixes, and root words to determine the pronunciation and meaning of unfamiliar words;
- use a variety of strategies to learn specialized terms in subject areas (e.g., create and consult personal word lists or dictionaries; create graphic organizers; chart word families).

Using Reading Strategies for Comprehension

By the end of this course, students will:

- identify the main idea and supporting details in a piece of writing;
- read efficiently for information (e.g., compare product prices; check schedules; make appointments);
- scan texts for specific information (e.g., dates, names, places).

Developing Research Skills

By the end of this course, students will:

- find information in a variety of classroom and library sources (e.g., print and non-print magazines and newspapers, CD-ROMs);
- organize information for oral or written presentation (e.g., using point-form notes, cue cards, poster boards).

Writing

Overall Expectations

By the end of this course, students will:

- write in a variety of forms for various purposes and audiences, with teacher guidance;
- use the writing process to edit written work, with teacher guidance;
- use some sentence structures and conventions of standard Canadian English correctly in written work.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

- write creatively and to describe personal experiences (e.g., compose stories, poems, or dialogues on topics of personal interest);
- use journals to record events, observations, and opinions;
- write in a variety of forms (e.g., short descriptions, narratives, short reports);
- take notes from texts, videos, and group presentations, with teacher guidance.

Applying the Writing Process

By the end of this course, students will:

- participate in prewriting discussions and activities (e.g., brainstorm to generate ideas; use graphic organizers to organize main ideas);
- edit a first draft to correct specific items outlined in a checklist (e.g., items of grammar, spelling, and punctuation);
- use simple word-processing software to compose and edit pieces of writing;
- use simple graphics software to format and embellish pieces of writing.

Developing Accuracy in Written Communication

By the end of this course, students will:

- use conventional spelling for commonly used and personally significant words;
- use appropriate verb tenses and make subjects and verbs and nouns and pronouns agree in written work, some of the time;
- vary sentence structure to create interest and emphasis, following models provided by the teacher;
- use correct punctuation in simple sentences (e.g., statements, questions, explanations).

Oral and Visual Communication

Overall Expectations

By the end of this course, students will:

- participate in discussions and short oral presentations about a variety of school, workplace, and personal topics;
- demonstrate understanding and appreciation of different varieties of spoken English;
- use and respond appropriately to the formal and informal styles of spoken English suited to school, workplace, and social situations;
- create, analyse, and interpret a variety of media works.

Specific Expectations

Developing Proficiency in Oral Communication

By the end of this course, students will:

- participate effectively in classroom discussions and oral presentations (e.g., by explaining, persuading, summarizing);
- use a variety of communication strategies to sustain conversations (e.g., ask for clarification; paraphrase; use appropriate facial expressions and gestures);
- recognize and use the styles of spoken English required in a variety of workplace situations (e.g., evaluate customer and employee interactions as presented in a video; role-play an employee asking for advice from a supervisor).

Using English in Socially and Culturally Appropriate Ways

By the end of this course, students will:

- listen to and analyse different varieties of English used in poems and stories (e.g., poems and stories from England, the Caribbean, or Newfoundland);
- analyse taped conversations to distinguish formal from informal English (e.g., cafeteria conversations, office interactions, parent/student/teacher conferences);
- use the appropriate style of language in a variety of role plays (e.g., introducing a new student to other classmates, participating in a job interview, making weekend plans with friends);
- use standard Canadian English appropriately in school and workplace situations.

Developing Media Knowledge and Skills

By the end of this course, students will:

- interpret, compare, and evaluate the points of view taken in a variety of media works (e.g., newspaper articles, films, advertisements);
- describe the functions of different elements in magazines and newspapers (e.g., headlines, feature articles, editorials);
- identify strategies used in different media to influence audiences (e.g., celebrity endorsements, appeals to emotion);
- create a variety of media works (e.g., classroom newspapers, video advertisements, radio documentaries).

Reading

Overall Expectations

By the end of this course, students will:

- read and respond to a variety of fiction and non-fiction materials, with minimal teacher support;
- use appropriate reading strategies to understand and interpret a variety of fiction and non-fiction materials;
- extract information from texts in a variety of subject areas, with teacher guidance;
- locate and evaluate information from a variety of print and non-print resources and use it for guided research projects, career exploration, and personal interest.

Specific Expectations

Reading and Responding

By the end of this course, students will:

- extract information from texts in a variety of subject areas, with teacher guidance;
- choose and respond to personal reading materials suitable to their age and interests;
- respond to personally selected books in a variety of ways (e.g., record ideas and feelings in a reading log; write book reviews; present book talks).

Developing Vocabulary

By the end of this course, students will:

- use a variety of strategies to expand their vocabulary (e.g., recognize changes of meaning caused by prefixes and suffixes; infer meaning from context; use dictionaries and thesauri to determine meaning and usage and to identify parts of speech);
- recognize and use key elements of standard textbook formats to find required information (e.g., tables of contents, indexes, boldface type, italics).

Using Reading Strategies for Comprehension

By the end of this course, students will:

- use a variety of reading strategies to determine meaning (e.g., cueing systems, self-correction, prediction, background knowledge);
- explain how a reading strategy suits a specific reading task (e.g., adjusting reading speed to suit the purpose and difficulty of a task);
- recognize some common cross-cultural themes and figures in folk tales and stories (e.g., the coming-of-age theme, the trickster figure).

Developing Research Skills

By the end of this course, students will:

- consult print and electronic sources to acquire information (e.g., print and non-print magazines and newspapers, CD-ROMs, the Internet);
- skim and scan text to choose relevant materials (e.g., to identify material at an appropriate level; to locate sections that deal with specific topics);
- compare and evaluate ideas and information from more than one source, for guided research projects;
- summarize main points for guided research projects, using graphic organizers (e.g., charts, tables, Venn diagrams).

Writing

Overall Expectations

By the end of this course, students will:

- write in a variety of forms for personal purposes, to carry out classroom assignments, and to pursue career goals, with teacher guidance;
- organize and develop ideas, using linked paragraphs;
- use the writing process to revise and edit written work, with teacher guidance;
- use the sentence patterns and conventions of standard Canadian English correctly most of the time in written work.

Specific Expectations

Relating Purpose to Form

By the end of this course, students will:

- write for personal and career-related purposes (e.g., letters, newspaper advertisements, résumés);
- take notes on information presented in class, using graphic organizers, blackboard outlines, and other aids;
- link ideas, using a variety of transitional words and phrases suited to the purpose (e.g., *the same as, also* to indicate comparison; *first, then* to clarify sequence; *because, because of* to indicate a cause-and-effect relationship);
- fill out a wide variety of forms of varying complexity (e.g., job applications, driver's licence forms, SIN applications).

Applying the Writing Process

By the end of this course, students will:

- participate in prewriting discussions and activities (e.g., develop graphic organizers; produce written outlines);
- draft and revise the content of short compositions, working independently or with a peer;
- edit short compositions to correct specific items outlined on a checklist (e.g., to ensure subject-verb agreement, consistency of tenses, inclusion of transitional words and phrases);
- produce an edited copy of a short composition;
- use word-processing software to compose and edit pieces of writing;
- use graphics software to format and embellish pieces of writing.

Developing Accuracy in Written Communication

By the end of this course, students will:

- use knowledge of spelling conventions to spell words correctly most of the time in personal and school-related compositions;
- use knowledge of the forms and rules of English grammar (e.g., verb tenses, conditional forms, rules for subject-verb agreement) to write correctly most of the time;
- use a variety of sentence structures for interest and/or emphasis;
- use punctuation correctly most of the time.

Social and Cultural Competence

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of the rights and responsibilities of living in Canada;
- participate in discussions and debates on local, national, and global issues and events;
- demonstrate flexibility as learners in different teaching and learning situations;
- identify personal and career goals and plan how to achieve them.

Specific Expectations

Developing Citizenship Awareness and Skills

By the end of this course, students will:

- participate in discussions about social and political documents that affect how our society works (e.g., the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, district school board race relations policies);
- identify and use the skills needed to seek assistance in the school and community (e.g., use, and help others to use, the services of school guidance departments and community and school support services; explain their district school board's harassment policy and procedures);
- participate in discussions about media perspectives on social and cultural issues (e.g., newspaper and television selection and presentation of facts, images, and opinions related to race, gender, and age);
- use knowledge of strategies for conflict resolution in simulations, role plays, and group discussions;
- participate in discussions about similarities and differences in the needs and values of people of different generations and cultures and both genders;
- explain the significance of some local, national, and international current events;
- respond to issues in current events (e.g., through writing assignments, role plays).

Adapting to the School Setting

By the end of this course, students will:

- participate fully in group activities (e.g., contribute productively to all group tasks; assist others in the group; help keep the group on task);
- participate constructively in a variety of learning and teaching situations (e.g., independent research, oral presentations, varied assessment situations);
- use study skills effectively to achieve learning goals (e.g., select suitable study strategies; use self-monitoring and self-correcting strategies).

Developing Personal and Career Goals

By the end of this course, students will:

- participate in a real or simulated job search (e.g., seek opportunities; tailor a résumé; write a covering letter and/or make a telephone call to accompany a job application; prepare for and participate in an interview).

Some Considerations for Program Planning in ESL and ELD

Teachers who are planning a program in ESL and ELD must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in the companion piece to this document, *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*. The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- ESL and ELD
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance for program planning in ESL and ELD are noted here.

Education for Exceptional Students. In planning ESL or ELD programs, teachers should take into account the needs of exceptional students as set out in their Individual Education Plan. ESL and ELD students show the full range of learning exceptionalities in the same proportions as do other Ontario students. Some are gifted, demonstrating special aptitude for language learning. Some students arrive with already identified special learning needs, while the needs of others are identified when their progress in English-language acquisition and cultural adjustment differs significantly from that of students from similar backgrounds and with similar educational experiences.

Assessment of all students for programming and identification purposes must be culturally and linguistically appropriate. As well, assessors should use more than one instrument or set of instruments in considering the learning characteristics and describing the performance of ESL/ELD students. It is very important not to identify students as learning disabled on the basis of performance or behaviour that reflects a normal process of second-language acquisition or that reflects a lack of prior opportunity to learn the knowledge and skills being tested. As well, teachers need to be especially cautious when assessing students only in English, since these students are catching up academically with their peers in the language of instruction.

The Role of Technology in the Curriculum. Although many ESL/ELD students bring with them a wide range of experience with computers and other technology, some have had no previous access to technology. It is therefore important for all ESL/ELD students to be given opportunities to develop competence in using computers and other technology. Students should be given opportunities to use word-processing programs for school writing projects and assistance in developing Internet skills to support school- and career-related research and to communicate globally. Individual student learning in all areas of English-language development can be enhanced by using interactive software programs (for example, word-processing programs with capabilities for checking grammar and spelling, graphics and desktop publishing

simulations, and interactive problem-solving games).

Career Education. ESL/ELD students require special attention in the area of career education. These students need help in exploring the full range of educational and career opportunities available to them in their new country or educational setting. In addition to offering classroom activities that build on the strengths, abilities, and language that students bring with them, teachers should adapt career-education materials as needed and provide students with career-related opportunities such as job shadowing and field trips.

Cooperative Education and Other Workplace Experiences. ESL/ELD students need special consideration and support in order to take advantage of the opportunities offered by cooperative education and other workplace experiences. Their level of proficiency in English and their experience in Canadian society must be considered in order to place them appropriately in cooperative education, work experience, and community service programs. The adults with whom students will interact need to be sensitive to the students' needs as newcomers to Canada. Some students may benefit from being placed with mentors from their own culture who can serve as role models and who can provide support and guidance in the students' first languages as well as in English. ESL/ELD students also bring valuable talents to the community and the workplace, and their language backgrounds and cultural knowledge may be a special asset. For example, with appropriate training, students may be able to provide valuable bilingual services in the school or in neighbouring elementary schools.

Health and Safety. Students who are recent arrivals from other countries may have special health and safety needs while they are learning the language of instruction. ESL/ELD programs should include health and safety topics, especially in Level 1 and 2 courses. For example, students should learn to read warning signs and notices amd respond appropriately to them, and should be made familiar with emergency procedures at school and in the community. Also, students adjusting to new foods and ways of buying, storing, and preparing food need information about nutrition and food shopping. Other topics that should be covered include appropriate names for parts of the body and biological processes, matters of personal hygiene, and health-care services. At the same time, it is important to value cultural differences in these areas.

Beginning learners of English in technological education, the arts, family studies, and science courses will need special instruction regarding safety procedures. A peer who speaks a student's first language may be partnered with the newcomer to provide assistance when necessary. Signs and notices in students' own languages and/or visual illustrations of safety procedures will also be helpful.

Emotional health is as important as physical health and safety. The experience of immigration, even in the best of circumstances, involves feelings of loss and disorientation for many. ESL/ELD programs should include topics related to the adjustment process that students experience during their first few years in a new country.

As well, teachers need to be especially sensitive to the special needs of students who have experienced the effects of war, the death of family members, family separation, and traumatic flight from situations of extreme danger.

The Achievement Chart for ESL and ELD

The achievement chart that follows identifies four categories of knowledge and skills in ESL and ELD – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described.* (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999.*)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers will be provided with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials will contain samples of student work (exemplars) that illustrate achievement at each of the levels (represented by associated percentage grade ranges). Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices.

To ensure consistency in assessment and reporting across the province, the ministry will provide samples of student work that reflect achievement based on the provincial standard, and other resources based on the achievement charts. As these resources become available, teachers will begin to use the achievement charts in their assessment and evaluation practices.

*The levels of achievement should not be confused with the ESL and ELD course levels.

To support this process, the ministry will provide the following:

- a standard provincial report card, with accompanying guide
- course profiles
- exemplars
- curriculum and assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in guidance and career education can be constructed by reading from top to bottom in the column of the achievement chart headed "70–79% (Level 3)".

Achievement Chart – Grades 9–12, English As a Second Language and English Literacy Development

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	**The student:**			
– knowledge of linguistic forms and terminology	– demonstrates limited knowledge of linguistic forms and terminology	– demonstrates some knowledge of linguistic forms and terminology	– demonstrates considerable knowledge of linguistic forms and terminology	– demonstrates thorough knowledge of linguistic forms and terminology
– understanding of concepts (e.g., citizenship awareness, media knowledge, literary themes, awareness of language and language variety)	– demonstrates limited understanding of concepts	– demonstrates some understanding of concepts	– demonstrates considerable understanding of concepts	– demonstrates thorough understanding of concepts
Thinking/Inquiry	**The student:**			
– learning strategies (e.g., self-correction, maintaining a vocabulary notebook)	– demonstrates limited use of learning strategies	– demonstrates some use of learning strategies	– demonstrates considerable use of learning strategies	– demonstrates thorough use of learning strategies
– critical thinking skills (e.g., selecting, analysing, evaluating, organizing, and presenting ideas)	– demonstrates limited competence in using critical thinking skills	– demonstrates some competence in using critical thinking skills	– demonstrates considerable competence in using critical thinking skills	– demonstrates thorough competence in using critical thinking skills
– research skills (*excludes ELD 1*) (e.g., selecting relevant information; using graphic organizers)	– demonstrates limited competence in using the research skills required	– demonstrates some competence in using the research skills required	– demonstrates considerable competence in using the research skills required	– demonstrates thorough competence in using the research skills required
Communication	**The student:**			
– reading skills (e.g., responding to text; developing vocabulary; using reading strategies for comprehension)	– demonstrates limited competence in the use of reading skills	– demonstrates some competence in the use of reading skills	– demonstrates considerable competence in the use of reading skills	– demonstrates thorough competence in the use of reading skills
– beginning literacy skills (*ELD 1 only*)	– demonstrates limited competence in the use of beginning literacy skills	– demonstrates some competence in the use of beginning literacy skills	– demonstrates considerable competence in the use of beginning literacy skills	– demonstrates thorough competence in the use of beginning literacy skills
– proficiency in oral communication (e.g., accuracy, fluency, using English in socially and culturally appropriate ways)	– demonstrates limited proficiency in oral communication	– demonstrates some proficiency in oral communication	– demonstrates considerable proficiency in oral communication	– demonstrates thorough proficiency in oral communication

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication (*cont.*)	**The student:**			
– writing skills (e.g., relating purpose to forms of writing; applying the writing process; developing accuracy in written communication)	– demonstrates limited competence in the use of writing skills	– demonstrates some competence in the use of writing skills	– demonstrates considerable competence in the use of writing skills	– demonstrates thorough competence in the use of writing skills
Application	**The student:**			
– use of language and literacy skills in new contexts	– demonstrates limited competence in the use of language and literacy skills in new contexts	– demonstrates some competence in the use of language and literacy skills in new contexts	– demonstrates considerable competence in the use of language and literacy skills in new contexts	– demonstrates thorough competence in the use of language and literacy skills in new contexts
– adaptation to the school setting (e.g., analysis, comparison, and evaluation of educational systems; selection of appropriate learning strategies)	– demonstrates limited adaption to the school setting	– demonstrates some adaption to the school setting	– demonstrates considerable adaption to the school setting	– demonstrates thorough adaption to the school setting
– planning personal and career goals	– demonstrates limited competence in planning personal and career goals	– demonstrates some competence in planning personal and career goals	– demonstrates considerable competence in planning personal and career goals	– demonstrates thorough competence in planning personal and career goals

Explanatory Notes

The following definitions of terms are intended to help teachers and parents use this document. It should be noted that the examples provided are suggestions only and are not meant to be exhaustive.

Audience. The readers, listeners, or viewers for whom a particular work is intended.

Background knowledge. The background experience and knowledge that a student brings to classroom learning. Sometimes referred to as *prior knowledge*.

Choral reading. A group recitation of a story or poem, intended to help students gain confidence in reading.

Cloze passage. A passage of text with some words omitted (e.g., *Canada's mineral resources include nickel, copper, and* _____). Students complete these passages to demonstrate reading comprehension, knowledge of the subject matter, and proficiency with specific items of grammar, vocabulary, or spelling.

Cognate. A word related to another word in origin and/or meaning (e.g., English *school* and *scholar*; English *school* and Spanish *escuela*).

Conventions. Accepted practices or rules in the use of written or oral language.

Cueing system. A group of signs (cues) that help readers to extract meaning from print. There are four major types of cues: semantic, syntactic, graphophonic, and pragmatic. *Semantic cues* are meaningful relations among words. A reader needs to know the meaning of words and have some knowledge of the subject matter in order to understand text. *Syntactic cues* are grammatical patterns such as word order or word endings. *Graphophonic cues* are the connections between sounds and the written symbols of language. *Pragmatic cues* are the characteristics of different types of text (e.g., when a reader recognizes the differences between a newspaper and a telephone directory and uses these resources differently).

Editing. In writing, the correcting of grammatical, usage, punctuation, and spelling errors to ensure that the writing is clear, coherent, and correct. In media works, the selection and juxtaposition of sounds and images. (*See also* **proofreading; revising; writing process.**)

Forms of writing. Forms of writing include: narrative, dialogue, anecdote, poetry, dramatic script, description, set of instructions, announcement, advertisement, personal essay, descriptive essay, supported opinion, expository essay, persuasive or argumentative essay, research essay or report, summary, critique, proposal, résumé, editorial, speech, letter, brochure, manual, agenda and minutes of a meeting, set of notes, learning log, diary, journal, list, survey, and chart.

Graphic organizer. A visual representation such as a chart, table, timeline, flow chart, or diagram used to record, organize, analyse, synthesize, and assess information and ideas.

Guided reading. A reading process in which the teacher guides students through text, using a series of structured activities before, during, and after reading.

Intonation. The pitch of the voice in speaking. Variations in intonation convey information (e.g., a rising pitch at the end of a sentence indicates a question). Intonation is an important component of pronunciation. (*See also* **stress.**)

Language-experience story. A text based on a shared class experience, such as a field trip or an experiment, composed orally by the students and transcribed by the teacher for instructional purposes.

Learner dictionary. A dictionary produced specifically for second-language learners, containing extra features such as illustrative sentences and information about the grammatical features and language styles associated with specific words.

Learning strategies. Planned methods or techniques for facilitating and enhancing learning (e.g., memorization techniques for assimilating material; cognitive techniques for making purposeful associations among ideas; social techniques for interacting with peers).

Literary (or stylistic) device. A particular pattern of words, a figure of speech, or a technique used in literature to produce a specific effect (e.g., metaphor, simile, symbol).

Media works. Some examples are: documentary, situation comedy, television or radio drama, news report, sports program, nature program, editorial, newspaper, magazine, brochure, interview, film, video, travelogue, television commercial, newspaper advertisement, cartoon.

Non-verbal communication. Physical behaviour that supports communication (e.g., gestures, facial expressions, eye contact, physical proximity, touching).

Pattern book. A book that contains text with predictable and/or repetitive language patterns.

Pictorial dictionary. A dictionary for language learners in which entry words are accompanied by illustrations or photographs to clarify their meaning.

Proofreading. The careful reading of a final draft of written work to eliminate typographical errors and to correct errors in grammar, usage, spelling, and punctuation. (*See also* **proofreading; revising; writing process.**)

Reading strategies. Methods used in reading to determine the meaning of a text. Examples are: rereading; substituting an appropriate familiar word for an unfamiliar one; using root words to determine the meaning of unfamiliar words; using **background knowledge** to determine meaning; using information from the context to determine meaning; predicting the use of specific words or types of words from the context (e.g., in a simple statement, the verb often immediately follows the subject); making inferences; predicting content; confirming or revising predictions; adjusting speed in silent reading according to the purpose of reading or the difficulty of the text; using **graphic organizers**; skimming text for information or details; scanning text to determine the purpose of text or the type of material included; recording key points and organizing them in sequence; monitoring comprehension. (*See also* **cueing system.**)

Register. A style of language (e.g., formal, colloquial) appropriate to a specific audience, purpose, or situation. Register is determined by the level of formality in a particular social setting, the relationship among the individuals involved in the communication, and the purpose of the interaction.

Revising. The process of making changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct. (*See also* **proofreading; revising; writing process.**)

Sentence patterns. The characteristic grammatical structures or patterns of English, such as word order, the use of prefixes and suffixes, the use of auxiliary verbs to form questions and negatives, the use of prepositions, and the use of articles (e.g., *Do you speak English?, I don't eat hot dogs*).

Social and cultural competence. The ability to function appropriately in a particular social or cultural context according to the rules and expectations for behaviour held by members of that social or cultural group.

Standard Canadian English. Oral and written English that follows accepted rules and practices of grammar, usage, spelling, and punctuation and that is used across a broad

spectrum of Canadian society (e.g., in government, educational, medical, legal, scientific, business, and media communications).

Stress. Emphasis on specific syllables in a word or specific words in a sentence when speaking. Stress is an important component of pronunciation and contributes to meaning. (*See also* **intonation.**)

Subject-specific vocabulary. Vocabulary specific to or most often used in the context of a particular school subject (e.g., *equation, axis,* and *correlate* belong to the subject-specific vocabulary of mathematics).

Varieties of English. Different forms of English used by particular groups of English speakers, including regional and social groups, and characterized by distinct vocabularies, pronunciation patterns, and grammatical features.

Visual aid. An object used to relate classroom teaching to real life (e.g., food, clothing, a photograph, an item from school or daily life).

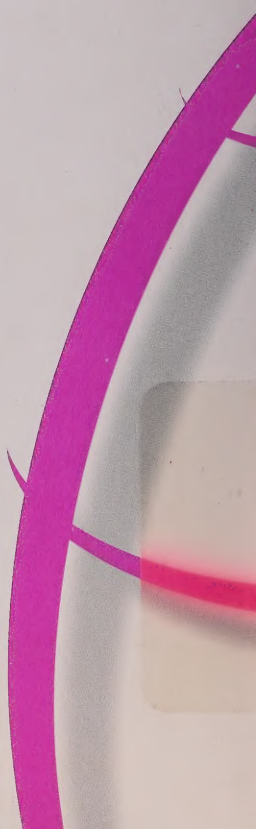
Writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas; choosing a topic; developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; and producing a final copy.

The Ministry of Education and Training wishes to acknowledge the contribution of the many individuals, groups, and organizations that participated in the development and refinement of this curriculum policy document.

ISBN 0-7778-8338-4

98-389

© Queen's Printer for Ontario, 1999



Printed on recycled paper